**Foundation to Year 10**

**Revised Achievement Standards**

for English, mathematics, science and history

**Australian Curriculum v2.0**

September 2011

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|  | **Achievement Standards v1.0 (2010)** | **Revised achievement standards v2.0 (Sept 2011)** |
| F | By the end of the Foundation year, students listen to, read and view a range of spoken, written and multimodal texts from familiar contexts. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. They demonstrate understanding by retelling orally one or two ideas and events from short texts listened to or viewed. They accurately identify the letters of the English alphabet, and know the sounds represented by most letters. They read short, predictable texts aloud with some fluency and accuracy, drawing support from their developing sound and letter knowledge. They effectively use predicting and questioning strategies to make meaning from texts.  Students write one or more simple sentences to retell events and experiences for a known audience. Their writing is connected appropriately to illustrations and images produced as part of the text. They link two or more ideas or events in written and spoken texts. They use and understand familiar vocabulary, predictable text structures and common visual patterns. The short texts they produce show understanding of concepts about print including letters, words and sentences. They use left to right directionality, return sweep and spaces between words. They handwrite most lower case and some upper case letters, and use some capital letters and full stops. Their writing shows some evidence of the use of sound–letter knowledge. In informal classroom settings, students communicate clearly and purposefully and engage in pair, group and class discussions, and participate actively in group tasks. | **Receptive modes (listening, reading and viewing)**  By the end of the Foundation year, students use predicting and questioning strategies to make meaning from [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts). They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.  They [read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=read) short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words**.**  **Productive modes (speaking, writing and creating)**  Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.  In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words**.** When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters. |

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| 1 | By the end of Year 1, students listen to, read and view a range of spoken, written and multimodal texts, recognising the different purposes of these texts. They accurately use knowledge of text structure, letters, words, sentences and directionality to read different kinds of short texts. They retell the main ideas in texts in logical sequence. They understand literal and some inferred meanings in imaginative and informative texts and accurately recall some key ideas. They display sustained interest in longer texts listened to and viewed. They know the sounds represented by all letters, and the purpose of capital letters and full stops. They read short, predictable imaginative and informative texts aloud with some fluency and intonation, and use sentence boundary punctuation appropriately to support meaning.  Students create short imaginative, informative and persuasive spoken and written texts for a limited range of purposes. They include several related ideas on familiar topics, use visual features to support meaning, and include beginnings and endings to indicate sequence. They select vocabulary to enhance meaning, and use relevant vocabulary related to the topic and content of texts to discuss ideas and to share responses. They use capital letters and full stops appropriately. They accurately spell many words with regular spelling patterns and a growing number of irregularly spelled words. They use different interaction conventions, including asking questions and making comments, and adjusting communication to suit their audience and purpose. They interact in pair, group and class discussions and make short presentations of a few connected sentences on familiar and learned topics. | **Receptive modes (listening, reading and viewing)**  By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts). They identify the language features, images and vocabulary used to describe characters and events.  Students read aloud, with developing fluency and intonation, short [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts). They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.  **Productive modes (speaking, writing and creating)**  Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.  They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) short [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected [sentences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=sentences) on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters. |
| 2 | By the end of Year 2, students listen to, read and view a range of spoken, written and multimodal texts, recalling details and some main ideas and key facts. They begin to compare the content and purposes of different texts on similar topics. They locate literal information in written texts, and refer to features of language and images to make inferences about characters’ actions and motivations. They discuss possible meanings in narratives, and predict likely future events. They sustain interest in characters and events in imaginative texts, seek books by favourite authors, and give reasons for personal preferences. They relate information, ideas and events in texts to their own lives and to other texts. They locate information on a variety of topics in texts with some complex language, ideas, images and vocabulary. They read, monitoring meaning and self-correcting using context, prior knowledge, grammar and phonic knowledge.  Students create imaginative, informative and persuasive written, spoken and multimodal texts for different purposes and audiences, drawing on their own experiences, their imagination and ideas they have learned. They create texts that appropriately include writing and images to support the meaning of the text. They organise texts in predictable ways using a small range of text and sentence structures. They use common punctuation accurately, including sentence boundary punctuation. They use sound-letter correspondence to help spell words correctly in their writing. They use everyday language and topic-specific vocabulary to discuss ideas about areas of interest with peers. They engage effectively in group and class discussions, and ask questions to clarify and extend others’ ideas. They express their opinions on topics of interest, providing some supporting evidence for their points of view. They discuss how to interact appropriately with audiences in the classroom and other familiar contexts. | **Receptive modes (listening, reading and viewing)**  By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.  They [read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=read) texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using [context](http://www.australiancurriculum.edu.au/Glossary?a=E&t=context), prior knowledge, punctuation, language and [phonic](http://www.australiancurriculum.edu.au/Glossary?a=E&t=phonic) knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.  **Productive modes (speaking, writing and creating)**  When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) that show how images support the meaning of the [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text).  Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters. |
| 3 | By the end of Year 3, students listen to, read and view a range of spoken, written and multimodal texts, identifying their different purposes. They attend to others’ views and respond appropriately. They use monitoring and self-correcting strategies to clarify meaning when reading, viewing and listening to an increasing range of types of texts. They retrieve literal information in texts, and can also make appropriate inferences. They explain ideas, events and actions, referring closely to selected detail. They share personal responses to and opinions about texts, providing relevant supporting information and detail. They recognise the representation of characters, settings and events in imaginative texts and also start to evaluate point of view. They make relevant connections between visual and written elements in multimodal texts.  Students create a range of imaginative, informative and persuasive written, spoken and multimodal texts for familiar and unfamiliar audiences. They contribute actively to group discussions, asking relevant questions and building on others’ ideas and providing useful feedback. They communicate expressively and clearly about familiar ideas and information to known small audiences, in mostly informal situations. They order ideas in sequence, and provide relevant details to support ideas. They create imaginative texts based on characters and situations encountered in their reading and viewing. In these texts they express and develop experiences, events, information, ideas and characters in some detail. They organise texts in paragraphs composed of logically grouped and sequenced sentences. Short sentences are meaningful and correctly structured, and some complex sentences are used appropriately. They choose vocabulary appropriate to the purpose and context of their writing. They use simple punctuation correctly, and use a variety of spelling strategies to spell high frequency words correctly. | **Receptive modes (listening, reading and viewing)**  By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.  They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) that relate to their own lives and to other [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts). They listen to others’ views and respond appropriately.  **Productive modes (speaking, writing and creating)**  Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.  Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) a range of texts for familiar and unfamiliar [audiences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audiences). They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are clearly formed and consistent in size. |
| 4 | By the end of Year 4, students listen to, read and view a range of spoken, written and multimodal texts, describing connections between their own experiences and those presented in the texts. They listen for key points in spoken texts including presentations and discussions. They recognise the function of text purpose in shaping a text and describe characteristic differences between imaginative and informative texts. They identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understanding. They explain some ways in which speakers, authors and illustrators engage the interest of audiences. They share their own judgments and preferences about texts, and respond to others’ viewpoints, selecting some relevant textual evidence to support their opinions. They compare ways in which their own and others’ opinions about texts are shaped by individual experiences, and expand their own understanding by taking account of different opinions and interpretations.  Students create structured spoken, visual and written texts for imaginative, informative and persuasive purposes. They contribute actively to group discussions of ideas and present opinions, understanding how language is used differently when giving opinions or reporting information. They make planned individual oral presentations about researched topics in informal and some more formal contexts, using learned content and considering the needs of audiences. They select vocabulary to provide specific detail about people, things and ideas and draw ideas from personal, literary and researched resources. Individually and collaboratively, they create imaginative texts based on favourite plots, events and characters, and informative and persuasive texts that present ideas in a planned sequence. They use simple and complex sentences, consistent tenses and appropriate punctuation to support meaning. | **Receptive modes (listening, reading and viewing)**  By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of [audiences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audiences).  They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts), and respond to others’ viewpoints. They [listen](http://www.australiancurriculum.edu.au/Glossary?a=E&t=listen) for key points in discussions.  **Productive modes (speaking, writing and creating)**  Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) texts that show understanding of how images and detail can be used to extend key ideas.  Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning. |

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| 5 | By the end of Year 5, students make links between information and ideas from a number of different sources to understand experiences, ideas and information beyond their immediate experience. They accurately identify key ideas and details in short presentations, and summarise these ideas clearly for others. They discuss the connections between particular structures, language features, simple literary devices, and the purposes of texts. They identify literal and implied information in texts, and develop and clearly express ideas and opinions about texts. They select relevant textual evidence to support opinions about texts, and recognise that narratives and experiences in texts are shaped by different viewpoints. They describe how sound and imagery influence interpretations of characters, settings and events in texts. They compare ways in which their own and others’ viewpoints about texts are shaped by individual values and experiences, and expand their own understanding by taking account of different opinions and interpretations.  Students create a variety of sequenced written, spoken and multimodal texts for different purposes and audiences. They select information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature. They predict readers’ needs when organising ideas and develop coherent texts by varying sentences and paragraphs for specific effect and linking related ideas. They select specific vocabulary to express and develop ideas, to engage and persuade readers and to convey emotions. They write clear, well-structured sentences and paragraphs, and use punctuation to provide structure and meaning in their writing. Individually and in groups, they present oral reports of findings from investigations on various topics to peers. They consider the needs of audiences and adjust spoken language for impact in informative or imaginative presentations. They employ a variety of techniques of spoken language to engage audiences and emphasise meaning, including variations in volume and pace, and pauses for effect. | **Receptive modes (listening, reading and viewing)**  By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.  They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.  **Productive modes (speaking, writing and creating)**  Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.  Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) a variety of sequenced texts for different purposes and [audiences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audiences). They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning. |

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| 6 | By the end of Year 6, students explore connections between their own experiences and those of characters in a variety of contexts in literature. In discussion and in writing they share key characteristics of texts by different authors, and the variations in ways authors represent ideas, characters and events. They analyse and explain how specific structures, language features, and simple literary devices contribute to the main purposes of texts and their effects on readers and viewers. They identify and record key points to clarify meaning, and distinguish between relevant and irrelevant supporting detail. They listen to and respond constructively to others’ opinions by offering alternative viewpoints and information. They select relevant evidence from texts to support personal responses and to develop reasoned viewpoints. They compare and accurately summarise information on a particular topic from different texts, and make well-supported generalisations about the topic.  Students create well-structured written, spoken and multimodal texts for a range of imaginative, informative and persuasive purposes, for a broadening number of audiences. They make considered choices in spoken and written texts from an expanding vocabulary and a growing knowledge of grammatical patterns, complex sentence structures, cohesive links and literary devices. They use some complex sentences to connect and develop ideas in written texts. They select specific details to sustain a point of view. They organise longer written texts by using paragraphs on particular aspects of the topic. They clarify and explain how choices of language and literary features were designed to influence the meaning communicated in their texts. They plan and deliver presentations, considering the needs and interests of intended audiences and purposes. They collaborate with others to share and evaluate ideas and opinions, and to develop different points of view. They discuss and compare personal opinions about literary texts, and respond constructively to others’ opinions. | **Receptive modes (listening, reading and viewing)**  By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.  Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others’ ideas.  **Productive modes (speaking, writing and creating)**  Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices. |

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| 7 | By the end of Year 7, students listen to, read and view a range of spoken, written and multimodal texts, analysing and comparing text structures and language features and vocabulary choices, to show how these shape meaning and influence readers. They identify and explore representations of events, characters and settings in literary texts, and express their own responses to these representations. They interpret and explain key ideas and issues. They make inferences, drawing on textual evidence, increasing their awareness of purpose, audience and context, and their knowledge of a growing range of literary techniques. They synthesise information, ideas and viewpoints from a variety of texts to draw reasoned conclusions. They use their increasing vocabulary and accumulated knowledge of text structures and language features to support their interpretation and evaluation.  Students create well-constructed spoken, written and multimodal texts to inform, entertain, persuade and narrate, in which meaning is supported by planned structures and organisation. They interact with others in groups to exchange, debate and substantiate ideas and opinions. As individuals and in groups, they make oral presentations to share and promote points of view, supporting these presentations with selected evidence. They select appropriate vocabulary to show shades of meaning, feeling and opinion, to express ideas clearly and to engage and elicit a response from the audience. In expressing or challenging a point of view, they draw appropriately on personal knowledge, textual analysis and other relevant texts they have experienced. They effectively use a variety of clause and sentence structures, paragraphing and punctuation to sustain meaning and to support the structural coherence of the text. | **Receptive modes (listening, reading and viewing)**  By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.  Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) reflect different viewpoints. They listen for and explain different perspectives in texts.  **Productive modes (speaking, writing and creating)**  Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) showing how language features and images from other texts can be combined for effect.  Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation. |

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| 8 | By the end of Year 8, students listen to, read and view a range of spoken, written and multimodal texts interpreting key information, concepts and issues, and evaluating the effectiveness of language choices used to influence readers, viewers and listeners. They summarise and synthesise the main ideas and viewpoints in texts and evaluate the supporting evidence. They support their own opinions with specific textual evidence, and evaluate evidence used by others. They explain ways in which different groups in society are represented in literary, persuasive and informative texts drawn from a range of social and historical contexts. They compare and describe text structures and language features in texts, and explain how these are designed for a variety of purposes and audiences.  Students create sustained and coherent written, spoken and multimodal texts in a variety of forms to explore significant ideas, report events, express opinions, and respond to others’ views. They interact confidently with others in a variety of contexts and deliver presentations to report researched information, share opinions, debate issues, present imaginative interpretations, and evaluate differing perspectives. They select elements from different literary genres to create informative, imaginative and persuasive texts. In constructing texts, they take into account intended purposes, the needs and interests of audiences, selecting vocabulary and appropriate text structures and language features to clarify intended meanings and to create specific effects. They select language devices to build cohesion in texts, clearly showing connections between ideas and information. | **Receptive modes (listening, reading and viewing)**  By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.  Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.  **Productive modes (speaking, writing and creating)**  Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.  Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation. |

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| 9 | By the end of Year 9, students listen to, read and view a range of spoken, written and multimodal texts, recognising how events, situations and people can be represented from different perspectives, and identifying stated and implied meaning in texts. They infer meaning by interpreting and integrating ideas and information from different parts of texts. They draw conclusions about characters, events and key ideas, justifying these with selective use of textual evidence. They interpret and critically evaluate the use of visual and non-verbal forms of language used to establish relationships with different audiences. They identify and explain how text structures and language features of texts, including literary techniques, are designed to appeal to audiences. They compare, contrast and evaluate their own responses to texts and different interpretations presented by others.  Students create engaging representations of people, places, events and concepts in coherent and well-structured written, spoken and multimodal texts for specified purposes. They use a variety of strategies to participate effectively in conversations, discussions and debates, to ask questions to clarify meaning, and to express their own ideas and viewpoints. They collaborate and negotiate with others to solve problems, and to deliver planned, multimodal presentations. They connect and organise ideas and information in logically sequenced texts. They use a variety of text structures and language features for particular purposes and effects. They select relevant subject matter to advance arguments logically and to persuade others. They make vocabulary choices that contribute effectively to the precision and persuasiveness of texts. They use a variety of appropriate punctuation to support meaning in complex sentences. | **Receptive modes (listening, reading and viewing)**  By the end of Year 9, students analyse the ways that [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.  They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.  **Productive modes (speaking, writing and creating)**  Students understand how to use a variety of [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.  Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. |
| 10 | By the end of Year 10, students listen to, read and view a range of spoken, written and multimodal texts, identifying and explaining values, attitudes and assumptions. They select appropriate textual evidence to support interpretations, recognising what is stated explicitly in the text and what is implied. They compare and contrast structural features and key ideas in oral, visual and written texts, and synthesise information from various sources to reach considered conclusions. They analyse and debate others’ interpretations, and evaluate the evidence used to support these interpretations. They offer reasoned explanations of the varied impact and influence of language choices in oral and written texts on audience responses. They identify and evaluate strategies used by speakers to respond to and influence audience expectations.  Students create a wide range of coherent and sustained written, spoken and multimodal texts to articulate complex ideas and to explore social issues of global and local concern. They engage in discussions that build on others' ideas, solve problems, justify opinions and develop and expand arguments in novel ways. They choose appropriate language to establish relationships with different audiences in a variety of contexts. They take into account the demands of purpose and audience in constructing imaginative texts and cohesive and logical arguments that address different viewpoints, attitudes and perspectives. In constructing longer spoken, visual and written texts, they logically sequence and organise content to manage the flow of information and ideas, to engage audiences and generate aesthetic and emotional appeal. Students vary vocabulary choices and sentence structures for impact, and correctly use appropriate punctuation when creating complex sentences and complex texts for formal purposes. | **Receptive modes (listening, reading and viewing)**  By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.  They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.  **Productive modes (speaking, writing and creating)**  Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.  Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. |

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|  | **Revised achievement standards by receptive and productive modes** | **Revised achievement standards by language mode** |
| F | **Receptive modes (listening, reading and viewing)**  By the end of the Foundation year, students use predicting and questioning strategies to make meaning from [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts). They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.  They [read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=read) short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words**.**  **Productive modes (speaking, writing and creating)**  Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.  In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words**.** When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters. | **Reading and viewing**  By the end of the Foundation year, students use predicting and questioning strategies to make meaning from [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts). They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They [read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=read) short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters.  **Writing**  When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.  **Speaking and listening**  They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words**.** Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words**.** |

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| 1 | **Receptive modes (listening, reading and viewing)**  By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts). They identify the language features, images and vocabulary used to describe characters and events.  Students read aloud, with developing fluency and intonation, short [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts). They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.  **Productive modes (speaking, writing and creating)**  Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.  They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) short [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected [sentences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=sentences) on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters. | **Reading and viewing**  By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts). They identify the language features, images and vocabulary used to describe characters and events. Students [read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=read) aloud, with developing fluency and intonation, short [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts).  **Writing**  When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.  **Speaking and listening**  They listen to others when taking part in conversations using appropriate language features. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) short [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected [sentences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=sentences) on familiar and learned topics. |
| 2 | **Receptive modes (listening, reading and viewing)**  By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.  They [read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=read) texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using [context](http://www.australiancurriculum.edu.au/Glossary?a=E&t=context), prior knowledge, punctuation, language and [phonic](http://www.australiancurriculum.edu.au/Glossary?a=E&t=phonic) knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.  **Productive modes (speaking, writing and creating)**  When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) that show how images support the meaning of the [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text).  Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters. | **Reading and viewing**  By the end of Year 2 students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They [read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=read) texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using [context](http://www.australiancurriculum.edu.au/Glossary?a=E&t=context), prior knowledge, punctuation, language and [phonic](http://www.australiancurriculum.edu.au/Glossary?a=E&t=phonic) knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.  **Writing**  Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) that show how images support the meaning of the [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text). They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.  **Speaking and listening**  They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) that show how images support the meaning of the [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text). Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations. |
| 3 | **Receptive modes (listening, reading and viewing)**  By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.  They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) that relate to their own lives and to other [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts). They listen to others’ views and respond appropriately.  **Productive modes (speaking, writing and creating)**  Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.  Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) a range of texts for familiar and unfamiliar [audiences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audiences). They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar, choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are clearly formed and consistent in size. | **Reading and viewing**  By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) that relate to their own lives and to other [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts).  **Writing**  Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are clearly formed and consistent in size.  **Speaking and listening**  Students listen to others’ views and respond appropriately. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) a range of texts for familiar and unfamiliar [audiences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audiences). They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. |
| 4 | **Receptive modes (listening, reading and viewing)**  By the end of Year 4, students understand that texts have different structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of [audiences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audiences).  They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts), and respond to others’ viewpoints. They [listen](http://www.australiancurriculum.edu.au/Glossary?a=E&t=listen) for key points in discussions.  **Productive modes (speaking, writing and creating)**  Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) texts that show understanding of how images and detail can be used to extend key ideas.  Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning. | **Reading and viewing**  By the end of Year 4, students understand that texts have different structures depending on the purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of [audiences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audiences). They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts), and respond to others’ viewpoints.  **Writing**  Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) texts that show understanding of how images and detail can be used to extend key ideas. Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.  **Speaking and listening**  Students [listen](http://www.australiancurriculum.edu.au/Glossary?a=E&t=listen) for key points in discussions. They use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) texts that show understanding of how images and detail can be used to extend key ideas. Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. |
| 5 | **Receptive modes (listening, reading and viewing)**  By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.  They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.  **Productive modes (speaking, writing and creating)**  Students use language features to show how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources.  Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) a variety of sequenced texts for different purposes and [audiences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audiences). They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning. | **Reading and viewing**  By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them.  **Writing**  Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) a variety of sequenced texts for different purposes and [audiences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audiences). When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.  **Speaking and listening**  Students listen and ask questions to clarify content. They use language features to show how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) a variety of sequenced texts for different purposes and [audiences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audiences). They make presentations and contribute actively to class and group discussions, taking into account other perspectives. |

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| 6 | **Receptive modes (listening, reading and viewing)**  By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.  Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others’ ideas.  **Productive mode (speaking, writing and creating)**  Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices. | **Reading and viewing**  By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.  **Writing**  Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts elaborating upon key ideas for a range of purposes and audiences. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use, accurate spelling and punctuation for clarity and make and explain editorial choices.  **Speaking and listening**  Students listen to discussions, clarifying content and challenging others’ ideas. They understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts, elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. |

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| 7 | **Receptive modes (listening, reading and viewing)**  By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.  Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) reflect different viewpoints. They listen for and explain different perspectives in texts.  **Productive modes (speaking, writing and creating)**  Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) showing how language features and images from other texts can be combined for effect.  Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation. | **Reading and viewing**  By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) reflect different viewpoints.  **Writing**  Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) showing how language features, text structures, and images from other texts can be combined for effect. They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation.  **Speaking and listening**  Students listen for and explain different perspectives in texts. They understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) showing how language features and images from other texts can be combined for effect. They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) texts structured and coherent texts for a range purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. |
| 8 | **Receptive modes (listening, reading and viewing)**  By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.  Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.  **Productive modes (speaking, writing and creating)**  Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways.  Students create texts for different purposes selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation. | **Reading and viewing**  By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. They interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints.  **Writing**  Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.  **Speaking and listening**  Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. They understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. |

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| 9 | **Receptive modes (listening, reading and viewing)**  By the end of Year 9, students analyse the ways that [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.  They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.  **Productive modes (speaking, writing and creating)**  Students understand how to use a variety of [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.  Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. | **Reading and viewing**  By the end of Year 9, students analyse the ways that [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.  **Writing**  Students understand how to use a variety of [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts students demonstrate how manipulating language features and images can create innovative texts.They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) texts that respond to issues interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.  **Speaking and listening**  They listen for ways texts position an audience. They understand how to use a variety of [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) texts that respond to issues, interpreting and integrating ideas from texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. |
| 10 | **Receptive modes (listening, reading and viewing)**  By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.  They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.  **Productive modes (speaking, writing and creating)**  Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.  Students [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. | **Reading and viewing**  By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.  They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them.  **Writing**  Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) a wide range of texts to articulate complex ideas. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.  **Speaking and listening**  Students listen for ways features within texts can be manipulated to achieve particular effects. They show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. |

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|  | **Achievement Standards v1.0 (2010)** | **Revised achievement standards v2.0 (Sept 2011)** |
| F | By the end of the Foundation year, students make the connections between number names, numerals and quantities up to 10. Students are able to compare and sort shapes and objects. They make connections between events and the days of the week. | By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.  Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information. |
| 1 | By the end of Year 1, students recognise and communicate [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) sequences. They solve simple addition and subtraction problems, and are familiar with Australian coins. They describe a representation of a half. Students collect [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) from questions to draw and describe simple [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) displays. Students compare lengths and describe two-dimensional shapes and three-dimensional objects. They communicate time duration and can follow simple directions.​ | By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.  Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions and draw simple data displays. |
| 2 | By the end of Year 2, students recognise and communicate [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) sequences involving 2s, 3s and 5s. They are familiar with collections up to 1000 and recognise the connection between addition and subtraction. Students describe patterns with numbers and represent problems involving addition and subtraction by [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) sentences. They understand the value of collections of Australian coins. Students collect information, create [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) displays, and interpret the information. They describe outcomes for everyday events. Students compare and order different shapes and objects using informal units. They use calendars to identify dates and seasons. They draw two-dimensional shapes and describe one-step transformations. | By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.  Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two- dimensional shapes. They list outcomes for everyday events. Students collect data from relevant questions to create lists, tables and picture graphs. |
| 3 | By the end of Year 3, students recall number facts for single digit numbers and are familiar with collections up to 10 000. They describe number patterns involving addition and subtraction and recognise the connection between multiplication and division. They model and represent unit fractions. They count the change required and represent money values in various ways. Students conduct chance experiments and describe the possible outcomes. They create, interpret and compare data displays. Students compare objects using familiar units. They compare angle sizes and identify symmetry. They tell the time and interpret positions and pathways on maps.​ | By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays.  Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They carry out simple data investigations for categorical variables. |
| 4 | By the end of Year 4 students recall [multiplication](http://www.australiancurriculum.edu.au/Glossary?a=M&t=multiplication+) facts up to 10 x 10 and the related division facts. They are familiar with collections up to 100 000. Students recognise and locate familiar fractions on a [number line](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number+line) and make connections between [fraction](http://www.australiancurriculum.edu.au/Glossary?a=M&t=fraction) and [decimal](http://www.australiancurriculum.edu.au/Glossary?a=M&t=decimal) notations. They solve problems by using relevant [number](http://www.australiancurriculum.edu.au/Glossary?a=M&t=number) sentences involving the four operations. Students describe the probabilities of everyday events. They investigate different methods for [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) collection, construct [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=data) displays and evaluate their effectiveness. Students convert between units of time and solve problems involving time duration. They compare areas of regular and irregular shapes and classify angles. They create [symmetrical](http://www.australiancurriculum.edu.au/Glossary?a=M&t=symmetrical) patterns and interpret the information contained in maps. | By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness.  Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data. |
| 5 | By the end of Year 5, students identify and describe factors and multiples, and use estimation and rounding to check the reasonableness of answers. They solve multiplication and division problems and compare, order and represent decimals. Students perform addition and subtraction of fractions with the same denominator and continue patterns with fractions and decimals. They plan simple budgets. Students list the outcomes of chance experiments as fractions. They pose questions to gather data and construct, describe and interpret different data sets. Students calculate perimeter and area of rectangles using appropriate units. They connect three dimensional objects with two dimensional representations. They measure and construct different angles and describe transformations of two-dimensional shapes, including the enlargement transformation. They identify line and rotational symmetry. | By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and interpret different data sets.  Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data. |
| 6 | By the end of Year 6, students recognise the properties of special numbers. They connect fractions, decimals and percentages as different representations of the same number and solve associated problems. They write correct number sentences. Students predict and communicate probabilities using simple fractions, decimals and percentages and construct and interpret a range of data displays. Students connect decimal representations to the metric system and choose appropriate units of measurement to solve problems. They interpret and use timetables. Students investigate angles. They investigate combinations of transformations and apply the enlargement transformation.​ | By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media.  Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages. |

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| 7 | By the end of Year 7, students interpret integers in real world contexts. They make connections between whole numbers and index notation. They move flexibly between representations of fractions, decimals and percentages. Students generalise using variables, solve simple linear equations and identify points on the Cartesian plane. They compare costs of items to make financial decisions. Students investigate questions involving the collection of a range of data. They calculate mean, mode, median and range for sets of data and describe the relationship between median and mode in data displays. Students classify triangles and quadrilaterals and establish the formulas for the area and perimeter of rectangles. They calculate the volume of rectangular prisms and draw and build three dimensional objects. They identify angles formed by a transversal through parallel lines and describe transformations on the Cartesian plane. | By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.  Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots. |

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| 8 | By the end of Year 8, students use efficient mental and written strategies to carry out the four operations with integers. They round decimals and solve problems involving percentages. Students recognise the index laws and apply them to whole numbers and variables. They simplify a variety of algebraic expressions and solve linear equations. They graph linear relationships on the Cartesian plane. They solve a range of everyday problems involving rates and ratios. Students determine complementary events and use the sum of probabilities to solve problems. They understand the challenges of collecting representative data and the effect on medians and means of outliers. Students choose appropriate units of measurement for area and volume and solve problems. They recognise the features of circles and solve problems involving circumference and area. Students identify conditions for congruence of plane shapes and establish properties of quadrilaterals and solve related numerical problems. They solve problems involving time duration. | | By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.  Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities. |
| 9 | By the end of Year 9, students express numbers in scientific notation and apply the index laws to numbers. They expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques. Students list outcomes, assign and determine probabilities for events. They construct displays and investigate the position of the mean and median and describe the shape of the distribution. Students calculate areas of shapes and volume and surface area of right prisms. They investigate similar and congruent triangles and problems involving Pythagoras’ theorem. Students recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems. | | By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.  Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras’ Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots. |
| 10 | | By the end of Year 10, students expand and factorise monic quadratic expressions and find unknown values after substitution into formulas. They represent relations on the Cartesian plane and solve linear and quadratic equations. They make connections between simple and compound interest. Students list outcomes, assign and determine probabilities for chance experiments and investigate independent events. They construct box-plots and compare data sets. Students investigate and describe statistical relationships and evaluate statistical reports. Students solve problems involving volume and surface area of a range of prisms and apply reasoning to proofs and numerical exercises. They apply trigonometry to solve right-angled triangle problems. | By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.  Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges. |

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|  | **Achievement Standards v1.0 (2010)** | **Revised achievement standards v2.0 (Sept 2011)** |
| F | By the end of the Foundation year, students make observations of familiar objects and materials and explore their properties and behaviour. They suggest how the environment affects them and other living things. | By the end of the Foundation year, students describe the [properties](http://www.australiancurriculum.edu.au/Glossary?a=S&t=properties) and behaviour of familiar objects. They suggest how the [environment](http://www.australiancurriculum.edu.au/Glossary?a=S&t=environment) affects them and other living things.  Students share observations of familiar objects and events. |
| 1 | By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes to things in their local environment. They share their observations with others.​ | By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with [materials](http://www.australiancurriculum.edu.au/Glossary?a=S&t=materials) and objects. They identify a range of habitats. They describe changes to things in their [local environment](http://www.australiancurriculum.edu.au/Glossary?a=S&t=local+environment) and suggest how science helps people care for environments.  Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others. |
| 2 | By the end of Year 2, students pose questions about their experiences, record and represent their observations and communicate their ideas to others. Students describe changes to objects, materials and living things. They identify that certain materials have different uses, that resources from the Earth are required by living things, and describe examples of where science is used in people’s daily lives.​ | By the end of Year 2, students describe changes to objects, [materials](http://www.australiancurriculum.edu.au/Glossary?a=S&t=materials) and living things. They identify that certain [materials](http://www.australiancurriculum.edu.au/Glossary?a=S&t=materials) and resources have different uses and describe examples of where science is used in people’s daily lives.  Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others. |
| 3 | By the end of Year 3, students describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives. They collect and present data in a way that helps to answer their questions and use their experiences to make predictions. Students describe features common to living things. They use their knowledge of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations. | By the end of Year 3, students use their understanding of the movement of the Earth, [materials](http://www.australiancurriculum.edu.au/Glossary?a=S&t=materials) and the behaviour of heat to suggest explanations for everyday observations They describe features common to living things. They describe how they can use science [investigations](http://www.australiancurriculum.edu.au/Glossary?a=S&t=investigations) to respond to questions and identify where people use science knowledge in their lives.  Students use their experiences to pose questions and predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Students suggest possible reasons for their findings. They describe how safety and fairness were considered in their investigations. They use diagrams and other representations to communicate their ideas. |
| 4 | By the end of Year 4, students pose questions about their world and predict possible outcomes from investigations. They describe how they and others use science to ask questions and make predictions. They record observations and measurements and identify patterns in data, including cause-and-effect relationships. They describe situations where science understanding can influence their own and others’ actions.  Students use the properties of materials to explain how objects and materials behave. They identify changes to the observable world and suggest explanations for the motion of objects. They describe how interrelationships are essential for the survival of living things and identify major changes in the life cycle of a plant or animal.​ | By the end of Year 4, students apply the observable [properties](http://www.australiancurriculum.edu.au/Glossary?a=S&t=properties) of [materials](http://www.australiancurriculum.edu.au/Glossary?a=S&t=materials) to explain how objects and [materials](http://www.australiancurriculum.edu.au/Glossary?a=S&t=materials) can be used. They use contact and non-contact forces to describe interactions between objects. They discuss how natural and human processes cause changes to the Earth’s surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to ask questions and make predictions. They describe situations where science understanding can influence their own and others’ actions.  Students follow instructions to identify investigable questions about familiar contexts and predict likely outcomes from [investigations](http://www.australiancurriculum.edu.au/Glossary?a=S&t=investigations). They discuss ways to conduct investigations and safely use equipment to make and record observations. They use provided tables and simple column graphs to organise their data and identify [patterns](http://www.australiancurriculum.edu.au/Glossary?a=S&t=patterns) in [data](http://www.australiancurriculum.edu.au/Glossary?a=S&t=data). Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why their methods were fair or not. They complete simple reports to communicate their methods and findings. |
| 5 | By the end of Year 5, students pose questions relating to investigations, predict what might happen when things are changed, and assist in the planning of methods to test these predictions. When carrying out investigations they use equipment in a way that improves the accuracy of their measurements and observations. They describe patterns in their results, report on their findings and reflect on the methods that they have used.  Students describe how developments in science have improved our understanding of the world and have enabled people to make decisions based on scientific knowledge. They describe the place of Earth in space. They identify cause-and-effect relationships in the natural world and describe physical differences between solids, liquids and gases.​ | By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people’s lives and how science knowledge develops from many people’s contributions.  Students follow instructions to pose questions for investigation, predict what might happen when variables are changed, and plan investigation methods. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns. They use [patterns](http://www.australiancurriculum.edu.au/Glossary?a=S&t=patterns) in their data to suggest explanations and refer to data when they [report](http://www.australiancurriculum.edu.au/Glossary?a=S&t=report) findings. They describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types. |
| 6 | By the end of Year 6, students plan investigations to answer questions relating to simple cause-and-effect relationships. When carrying out investigations, they collect relevant data and apply the concept of a fair test. They reflect on the processes that they have used and demonstrate an awareness of science inquiry methods in their work. They represent data and knowledge using introductory scientific language and graphical representations.  Students suggest explanations for observable changes and they predict the effect of environmental changes on living things. They compare different types of change in materials. They identify requirements for the transfer of electricity and describe one way that electricity can be generated. They describe how developments in science have affected people’s lives and identify examples where scientific knowledge is used in decision making. | By the end of Year 6, students compare and classify different types of observable changes to [materials](http://www.australiancurriculum.edu.au/Glossary?a=S&t=materials). They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another to generate electricity. They explain how natural events cause rapid change to the Earth’s surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures.  Students follow procedures to develop investigable questions and design [investigations](http://www.australiancurriculum.edu.au/Glossary?a=S&t=investigations) into simple cause-and-effect [relationships](http://www.australiancurriculum.edu.au/Glossary?a=S&t=relationships). They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in [data](http://www.australiancurriculum.edu.au/Glossary?a=S&t=data) using graphic representations and construct multi-modal texts to communicate ideas, methods and findings. |

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| 7 | By the end of Year 7, students pose questions and apply scientific concepts to everyday problems and make general predictions based on their experiences. They plan procedures for investigations that take into account the need for fair testing and use equipment that improves fairness and accuracy. They communicate their observations and data clearly, summarise their data where appropriate, and suggest improvements to their methods.  Students predict the effect of single changes on systems involving living things and suggest ways to classify organisms based on observable differences. They distinguish between pure substances and mixtures and plan appropriate methods to separate mixtures. They explain why some resources are not renewable. They describe changes to water during the water cycle. They describe how unbalanced forces change the motion of objects and how changes in the position of objects in space cause other observable effects. They identify where science knowledge is used to propose solutions to problems and describe examples of where people use science in their work. They describe how evidence has led to an improved understanding of a scientific idea. | By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced [forces](http://www.australiancurriculum.edu.au/Glossary?a=S&t=forces), including Earth’s gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of environmental changes on feeding relationships and [classify](http://www.australiancurriculum.edu.au/Glossary?a=S&t=classify) and organise diverse organisms based on [observable](http://www.australiancurriculum.edu.au/Glossary?a=S&t=observable) differences. Students describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem. They explain how the solution was viewed by, and impacted on, different groups in society.  Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise [data](http://www.australiancurriculum.edu.au/Glossary?a=S&t=data) from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations. |

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| 8 | By the end of Year 8 students investigate questions to reach conclusions consistent with scientific knowledge. They describe how science inquiry contributes to an understanding of the world. Students measure and control variables, present data and findings that support their conclusions, and describe how improvements to methods could improve the quality of their results.  Students describe the structure and function of two different types of cells and describe the functioning of a major system in a multi-cellular organism. They compare physical and chemical changes and describe differences between substances using the particle theory. They describe examples of how different forms of energy cause change in simple systems. They describe a situation where scientific knowledge has been used to solve a real-world problem and demonstrate an awareness of how the application of science can affect people in different ways. | By the end of Year 8, students compare physical and chemical changes and use the particle [model](http://www.australiancurriculum.edu.au/Glossary?a=S&t=theory) to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple [systems](http://www.australiancurriculum.edu.au/Glossary?a=S&t=systems). They compare processes of rock formation, including the time scales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.  Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their [data](http://www.australiancurriculum.edu.au/Glossary?a=S&t=data) to reveal and analyse patterns and trends, and use these when justifying their [conclusions](http://www.australiancurriculum.edu.au/Glossary?a=S&t=conclusions). They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types. |

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| 9 | By the end of Year 9, students use their knowledge to pose different types of questions that can be investigated using a range of inquiry skills. They apply their knowledge of science to explain phenomena in the environment and their own lives and describe how knowledge has developed through the work of scientists. They plan experimental procedures which include the accurate control and measurement of variables. They identify inconsistencies in results and suggest reasons for uncertainty in data. They use scientific language and representations when communicating their results and ideas.  Students use knowledge of body systems to explain how complex organisms respond to external changes. They use knowledge of interrelationships to describe how changes affect ecosystems. They explain geological features and events in terms of geological processes and timescales. They describe the structure of atoms and explain chemical changes in terms of the behaviour of atoms. They describe a range of chemical reactions and explain their importance. They compare, in qualitative terms, how two different forms of energy can be transferred. They describe interrelationships between science and technology and give examples of developments in science that have affected society.​ | By the end of Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological [systems](http://www.australiancurriculum.edu.au/Glossary?a=S&t=systems) function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people’s lives.  Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of [variables](http://www.australiancurriculum.edu.au/Glossary?a=S&t=variables) and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others’ methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences. |
| 10 | By the end of Year 10, students develop questions and hypotheses and independently design and carry out appropriate methods of investigation. When designing and undertaking investigations, they take into account the need for accuracy, safety, fairness, ethical actions and collaboration. They identify where digital technologies can be used to enhance the quality of investigations and they communicate using scientific language and representations appropriate to the content.  Students demonstrate an understanding of the scientific theories that explain the origin of the universe and the evolution of life on Earth. They use relationships between force, mass and acceleration to predict changes in the motion of objects. They explain the basis of the periodic table and use this organiser to distinguish between elements, and use knowledge of chemical change to predict the products of chemical reactions They explain and predict how change, including that caused by human activity, affects the sustainability of systems at a local and global level. They describe factors that have guided scientific developments, predict how future applications of science and technology may affect people’s lives, and evaluate information from a scientific perspective. | By the end of Year 10, students analyse how the periodic [table](http://www.australiancurriculum.edu.au/Glossary?a=S&t=table) organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply [relationships](http://www.australiancurriculum.edu.au/Glossary?a=S&t=relationships) between [force](http://www.australiancurriculum.edu.au/Glossary?a=S&t=force), mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth’s spheres. They evaluate the evidence for scientific [theories](http://www.australiancurriculum.edu.au/Glossary?a=S&t=theories) that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.  Students develop questions and [hypotheses](http://www.australiancurriculum.edu.au/Glossary?a=S&t=hypotheses) and independently [design](http://www.australiancurriculum.edu.au/Glossary?a=S&t=design) and improve appropriate methods of [investigation](http://www.australiancurriculum.edu.au/Glossary?a=S&t=investigation), including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where [digital technologies](http://www.australiancurriculum.edu.au/Glossary?a=S&t=digital+technologies) can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purses. |

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|  | **Achievement Standards v1.0 (2010)** | **Revised achievement standards v2.0 (Sept 2011)** |
| F | By the end of the Foundation year, students identify experiences or events that are personally significant to them. Students pose questions to find out about their own past using at least one type of historical source. They identify similarities and differences between families using sources and important family events. Students relate a story about their past using different forms of communication (oral, graphic, role play). | By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated.  Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts. |
| 1 | By the end of Year 1, students identify and place key events in their family history in sequence. Students pose questions about the past using historical sources. Students use sources about the past to compare features of objects from the past and the present and to identify how some aspects of life have changed over recent time while others have remained the same. They identify personal and family events that have significance. Students recall what happened in an event and relate stories about life in the past using different forms of communication (oral, graphic, written, role play). When telling their stories, they use familiar terms denoting time. | By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.  Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts. |
| 2 | By the end of Year 2, students identify and place some of the key events, people and changes in the history of their local community within a time sequence. Students pose and answer questions about the past using different historical sources. Students use a variety of sources about the past. They recognise physical signs of the past in the present and explain how and why daily life changed over time. Students explain the significance of a person, site or event to the development of their local community. Students describe an event or place or relate stories about their community’s past. They present their information using written, spoken and visual texts. When telling their stories, they use appropriate terms denoting time. | By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.  Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts. |
| 3 | By the end of Year 3, students place some key events and people they have studied in chronological sequence using timelines. Students pose questions about the past and locate relevant information from different historical sources. They identify traces of the past in the present and can explain their significance. Students use historical sources to compare key aspects of the past with the present. They identify and explain important changes and continuities over time. Students explain the significance of people and events to the development of a community. Students compose historical texts, including narratives, using appropriate historical terms. They present their information using a range of communication forms (written, spoken, and visual). | By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.  Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time. |
| 4 | By the end of Year 4, students place some of the key events and people they have studied in chronological sequence and they create simple timelines. Students pose questions about the past and locate relevant information from a range of historical sources. Students use a range of historical sources to examine the reasons for and impact of historical events. They use sources to identify different points of view in the past and the motivations of individuals and groups. Students explain the significance of events in bringing about change. Students compose historical texts, including narratives, using appropriate historical terms. They present their information using a range of communication forms (written, spoken, and visual). | By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.  Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view.Students develop and present texts, including narratives, using historical terms. |
| 5 | By the end of Year 5, students place some of the key people and events they have studied in chronological sequence and they create timelines with annotations referring to time and place. When researching, students develop questions about the past to inform an historical inquiry. They identify relevant sources and locate information and evidence related to their inquiry. Students compare and record relevant information from a range of sources. They examine sources to identify the views expressed and the attitudes represented. Students identify the causes and effects of an event or development and the feelings and motivations of individuals and groups at the time. They explain the significance of people and events in bringing about change. Students compose historical texts, particularly narratives and descriptions. When writing their texts, they incorporate source materials and use appropriate historical terms and concepts. They present their information and findings using combinations of written and spoken text, graphics and pictures and in a range of communication forms including digital technologies. | By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.  Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts. |
| 6 | By the end of Year 6, students place key people, events and ideas they have studied in chronological sequence and create timelines with annotations referring to events and changes. When researching, students develop a focused inquiry question for investigation. They identify a range of sources and locate relevant information and evidence related to their inquiry. Students compare and record relevant historical information and ideas from a range of sources. They examine sources to identify the views being expressed and the attitudes and values represented. Students identify and describe cause and effect and significant changes and continuities over time. They identify motivations for the actions of past individuals and groups and the historical significance of an individual, group or event. Students compose historical texts, such as narratives and descriptions, which incorporate a range of relevant and supporting source materials. When composing their texts they use appropriate historical terms and concepts. Students present their information and findings using combinations of written and spoken text, graphics and pictures and in a range of communication forms including digital technologies. | By the end of Year 6, students identify change and continuityand describe the causes and effects of change on society. They compare the different experiences of people in the past.They explain the significance of an individual and group.  Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources. |
| 7 | By the end of Year 7, students sequence some of the main events, people and societies they have studied. They categorise time into periods, and interpret timelines. When researching, students develop historical questions, plan an inquiry and identify relevant historical sources. They locate information from a range of sources and use it as evidence to answer inquiry questions. Students select and categorise relevant historical information from a range of sources. They examine sources to determine their origin and to identify meaning, point of view, values and attitudes. Students describe the context for people’s actions in the past and the historical significance of an individual, group or event. They describe change and continuity over time and suggest reasons for changes. Students compose historical texts, such as descriptions and explanations (incorporating analysis), which draw on evidence identified in sources. They use appropriate historical terms, concepts and referencing in their historical texts. Students present their findings in a range of forms, in particular written and visual texts, including digital technologies. | By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society.They identify past events and developments that have been interpreted in different ways.  Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information. |
| 8 | By the end of Year 8, students place some of the main events, people and societies they have studied within a chronological framework, with reference to periods of time and dating conventions for describing the past. When researching, students formulate historical questions, plan an inquiry and identify relevant historical sources using information technologies and other methods. They locate information from both primary and secondary sources and use it as evidence to answer inquiry questions. Students select and organise relevant historical information from a range of sources. They identify the origin and purpose of primary and secondary sources. Students distinguish between fact and opinion and make a judgment about the usefulness of historical sources. They examine sources to identify and describe points of view, attitudes and values. Students explain the context for people’s actions in the past and the historical significance of individuals, groups and events. They recognise and describe the nature of significant changes and continuities and link effects to causes. Students construct historical texts, such as descriptions and explanations (incorporating analysis), which draw on evidence identified in primary and secondary sources. They use appropriate historical terms, concepts and referencing in their historical texts. Students present their findings in a range of forms, in particular written and visual texts, including digital technologies. | By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past. Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information. |
| 9 | By the end of Year 9, students place some of the main events, people and societies they have studied within a chronological framework, with specific reference to the locations affected and periods of time, and use of dating conventions for describing the past. When researching, students develop inquiry questions and plan an inquiry. They identify and locate both primary and secondary sources using information technologies and other methods. They process information from these sources and use it as evidence to answer inquiry questions. Students analyse sources for origin, purpose, context and usefulness. They process historical information from a range of sources. Students examine sources to identify and describe different points of view, values, attitudes and perspectives. They explain the context for people’s actions and experiences in the past. Students explain change and continuity over time and explain the significance of individuals, groups and events over the short and long term. They link effects to causes and explain those links. Students compose historical texts, particularly explanations and discussions (incorporating historical argument) and use evidence from primary and secondary sources to support their conclusions. They use appropriate historical terms, concepts and appropriate acknowledgement or referencing of source material in their historical texts. They present their findings in a range of forms, in particular written and visual texts, including digital technologies. | By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.  Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources. |
| 10 | By the end of Year 10, students place some of the main events, people and societies they have studied within a chronological framework, with specific reference to dates and terms for describing the past, the duration of particular historical changes, and the locations affected. When researching, students develop and enhance inquiry questions and plan an inquiry. They identify and locate a range of primary and secondary sources using information technologies and other methods. Students process and synthesise information from these sources and use it as evidence to answer inquiry questions. Students analyse and draw conclusions about the usefulness of primary and secondary sources, taking into account their origin, purpose, context and reliability. Students suggest reasons for the different points of view, values, attitudes and perspectives that they identify in sources. They explain change and continuity over time with reference to the actions, motives, values of individuals and groups. Students make reasoned judgments about the significance of individuals, groups and events. They explain the multiple causes and effects of events. Students compose historical texts, particularly explanations and discussions (incorporating historical argument) and use evidence from primary and secondary sources to support their conclusions. They use appropriate historical terms, concepts and appropriate acknowledgement or referencing of source material in their historical texts. They present their findings in a range of forms, in particular written and visual texts, including digital technologies. | By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people’s actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.  Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources. |