Year 6 standard elaborations — Australian Curriculum: English

Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. They can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student's work

- developing task-specific standards for individual assessment tasks.

Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The achievement standard for English describes the learning expected of students at each year level. In English, the achievement standard is described in two modes — **receptive** and **productive**. The first paragraph in each describes what students are expected to understand, and the second paragraph describes what students are expected to be able to do having been taught the curriculum content. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

In Queensland the achievement standard represents the **C standard** — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a **matrix**. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.

Year 6 Australian Curriculum: English achievement standard

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 and complex 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 an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.

Year 6 English standard elaborations

		A	B	C	D	E
		The folio of a student's work has the following characteristics:				
Receptive mode	**Understanding**	considered demonstration of understanding of how the use of text structures can achieve particular effects	effective demonstration of understanding of how the use of text structures can achieve particular effects	understanding of how the use of text structures can achieve particular effects	partial understanding of how the use of text structures can achieve particular effects	fragmented understanding of how the use of text structures can achieve particular effects
		considered analysis and explanation of how language features, images and vocabulary are used by different authors to represent ideas, characters and events	effective analysis and explanation of how language features, images and vocabulary are used by different authors to represent ideas, characters and events	analysis and explanation of how language features, images and vocabulary are used by different authors to represent ideas, characters and events	partial analysis and explanation of how language features, images and vocabulary are used by different authors to represent ideas, characters and events	fragmented analysis and explanation of how language features, images and vocabulary are used by different authors to represent ideas, characters and events
	Skills	considered comparison and analysis of information in different and complex texts, explaining literal and implied meaning	effective comparison and analysis of information in different and complex texts, explaining literal and implied meaning	comparison and analysis of information in different and complex texts, explaining literal and implied meaning	partial comparison and analysis of information in different and complex texts, explaining literal and implied meaning	fragmented comparison and analysis of information in different and complex texts, explaining literal and implied meaning
		considered selection and use of evidence from a text to explain their response to it	effective selection and use of evidence from a text to explain their response to it	selection and use of evidence from a text to explain their response to it	partial selection and use of evidence from a text to explain their response to it	fragmented selection and use of evidence from a text to explain their response to it
		purposeful clarification of content and challenging of others' ideas when listening to discussions	effective clarification of content and challenging of others' ideas when listening to discussions	clarification of content and challenging of others' ideas when listening to discussions	partial clarification of content and challenging of others' ideas when listening to discussions	fragmented clarification of content and challenging of others' ideas when listening to discussions
Productive mode	**Understanding**	considered demonstration of understanding of how language features and language patterns can be used for emphasis	effective demonstration of understanding of how language features and language patterns can be used for emphasis	understanding of how language features and language patterns can be used for emphasis	partial understanding of how language features and language patterns can be used for emphasis	fragmented understanding of how language features and language patterns can be used for emphasis

		A	**B**	**C**	**D**	**E**
		The folio of a student's work has the following characteristics:				
Productive mode	**Understanding**	clear and effective demonstration of how specific details can be used to support a point of view	effective demonstration of how specific details can be used to support a point of view	demonstration of how specific details can be used to support a point of view	partial demonstration of how specific details can be used to support a point of view	fragmented demonstration of how specific details can be used to support a point of view
		considered explanation of how choices of language features and images are used	detailed explanation of how choices of language features and images are used	explanation of how choices of language features and images are used	partial explanation of how choices of language features and images are used	fragmented explanation of how choices of language features and images are used
	Skills	considered creation of detailed texts elaborating on key ideas for a range of purposes and audiences	effective creation of detailed texts elaborating on key ideas for a range of purposes and audiences	creation of detailed texts elaborating on key ideas for a range of purposes and audiences	partial creation of detailed texts elaborating on key ideas for a range of purposes and audiences	fragmented creation of detailed texts elaborating on key ideas for a range of purposes and audiences
		making of purposeful presentations	making of effective presentations	making of presentations	making of partial presentations	making of fragmented presentations
		active contributions to class and group discussions purposefully using a variety of strategies for effect	active contributions to class and group discussions effectively using a variety of strategies for effect	active contributions to class and group discussions using a variety of strategies for effect	active contributions to aspects of class and group discussions using a variety of strategies for effect	active contributions to elements of class and group discussions using a variety of strategies for effect
		purposeful use of grammar and considered vocabulary choices to enhance cohesion and structure in writing	effective use of grammar and considered vocabulary choices to enhance cohesion and structure in writing	use of grammar and considered vocabulary choices to enhance cohesion and structure in writing	partial use of grammar and considered vocabulary choices to enhance cohesion and structure in writing	fragmented use of grammar and considered vocabulary choices to enhance cohesion and structure in writing
		use of accurate spelling and purposeful punctuation for clarity	use of accurate spelling and effective punctuation for clarity	use of accurate spelling and punctuation for clarity	partial use of accurate spelling and punctuation for clarity	fragmented use of accurate spelling and punctuation for clarity
		considered use and explanation of editorial choices based on criteria	effective use and explanation of editorial choices based on criteria	use and explanation of editorial choices based on criteria	partial use and explanation of editorial choices based on criteria	fragmented use and explanation of editorial choices based on criteria

Key	shading emphasises the qualities that discriminate between A–E descriptors

Year 6 standard elaborations — Australian Curriculum: English

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Page **4** of 7

Notes

Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

Dimension	Description
understanding	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
skills	the specific techniques, strategies and processes in a learning area

Terms used in Year 6 English SEs

These terms clarify the descriptors in the Year 6 English SEs. They help to clarify the descriptors and should be used in conjunction with the ACARA Australian Curriculum English glossary: www.australiancurriculum.edu.au/f-10-curriculum/english/Glossary.

Term	Description
analysis; analyse	consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
clarification; clarify	to make clear or intelligible
clear; clarity	easy to perceive, understand, or interpret, without ambiguity
comparison; compare	estimate, measure or note how things are similar or dissimilar
considered; consideration	thought about deliberately with a purpose
consistent	regular in occurrence; in agreement and not self-contradictory
creation; create	develop and/or produce spoken, written or multimodal texts in print or digital forms
demonstration	give a practical exhibition an explanation
description; descriptive; describe	give an account of characteristics or features
detailed	meticulous; including many of the parts
developing	demonstrates understanding of knowledge using varying levels of skills
directed	following the instructions of the facilitator
effective	meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result
emerging	demonstrates a basic understanding of aspects of knowledge and is beginning to use skills

Term	Description
evidence	in an English context: ideas or information obtained from texts that are used by students to achieve the purposes of imaginative, informative and persuasive texts
explanation; explanatory; explain	provide additional information that demonstrates understanding of reasoning and/or application
fragmented	disjointed, incomplete or isolated
guided	visual and/or verbal prompts to facilitate or support independent action
identification; identify	establish or indicate who or what someone or something is
implied meaning	suggested but not directly expressed; information and ideas in texts that have an *implied meaning* may be: interpreted to identify relationships among ideas, information, facts and values; these relationships include comparisons, and cause-and-effect combined with prior experience to extrapolate on what is in the text analysed to judge the logic of the text to, for example, identify particular points of view represented or fallacies inherent in the text evaluated to make judgments using criteria synthesised with literal meaning and other types of implied meaning to respond to an idea or thesis with creative thinking
language features	features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language); choices in *language features* and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production
literal meaning	taking words in their exact or most basic sense without metaphor or exaggeration; information and ideas in texts that have a *literal meaning* may be: recognised or recalled translated or changed into a different form by, for example, paraphrasing or restating
partial	attempted; incomplete evidence provided
productive modes	speaking, writing and creating
purposeful	intentional; focused and clearly linked to the goals of the task
receptive modes	listening, reading and viewing
represent	use words, images, symbols or signs to convey meaning
selection; select	choose in preference to another or others
text	the means for communication; forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms

Term	Description
text structure	a way in which information is organised in different types of texts (e.g. chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect); choices in text structures and language features together define a text type and shape its meaning
understanding; understand	to perceive what is meant, grasp an idea, and to be thoroughly familiar with
use of	to operate or put into effect