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|  | Year 7 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.

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| Year 7 Australian Curriculum: English achievement standard |
| **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 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 showing how language features and images from other texts can be combined for effect.Students 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 and accurate spelling and punctuation. |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 English for Foundation–10*, [www.australiancurriculum.edu.au/English/Curriculum/F-10](http://www.australiancurriculum.edu.au/English/Curriculum/F-10) |

## Year 7 English standard elaborations

|  | A | B | C | D | E |
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|  | The folio of a student’s work has the following characteristics: |
| Receptive mode | Understanding | considered demonstration of understanding of how text structures can influence the complexity of a text and are dependent on audience, purpose and context | effective demonstration of understanding of how text structures can influence the complexity of a text and are dependent on audience, purpose and context | understanding of how text structures can influence the complexity of a text and are dependent on audience, purpose and context | partial understanding of how text structures can influence the complexity of a text and are dependent on audience, purpose and context | fragmented understanding of how text structures can influence the complexity of a text and are dependent on audience, purpose and context |
| considered demonstration of understanding of how the choice of language features, images and vocabulary affects meaning | effective demonstration of understanding of how the choice of language features, images and vocabulary affects meaning | understanding of how the choice of language features, images and vocabulary affects meaning | partial understanding of how the choice of language features, images and vocabulary affects meaning | fragmented understanding of how the choice of language features, images and vocabulary affects meaning |
| Skills | purposeful analysis of supporting evidence and implied meaning to explain issues and ideas from a variety of sources | effective analysis of supporting evidence and implied meaning to explain issues and ideas from a variety of sources | analysis of supporting evidence and implied meaning to explain issues and ideas from a variety of sources | partial analysis of supporting evidence and implied meaning to explain issues and ideas from a variety of sources | fragmented analysis of supporting evidence and implied meaning to explain issues and ideas from a variety of sources |
| discerning selection of specific details from texts to show recognition that texts reflect different viewpoints | effective selection of specific details from texts to show recognition that texts reflect different viewpoints | selection of specific details from texts to show recognition that texts reflect different viewpoints | partial selection of specific details from texts to show recognition that texts reflect different viewpoints | fragmented selection of specific details from texts to show recognition that texts reflect different viewpoints |
| listening for and discerning explanation of different perspectives in texts | listening for and effective explanation of different perspectives in texts | listening for and explanation of different perspectives in texts | listening for and partial explanation of different perspectives in texts | listening for and fragmented explanation of different perspectives in texts |
| Productive mode | Understanding | understanding that the discerning selection of a variety of language features can influence an audience | understanding that the effective selection of a variety of language features can influence an audience | understanding that the selection of a variety of language features can influence an audience | partial understanding that the selection of language features can influence an audience | fragmented understanding that the selection of language features can influence an audience  |
| discerning use of personal knowledge, textual analysis and other sources to express or challenge a point of view | effective use of personal knowledge, textual analysis and other sources to express or challenge a point of view | use of personal knowledge, textual analysis and other sources to express or challenge a point of view | partial use of personal knowledge, textual analysis and other sources to express or challenge a point of view | fragmented use of personal knowledge, textual analysis and other sources to express or challenge a point of view |
| Productive mode | Understanding | creation of purposeful texts showing how language features and images from other texts can be combined for effect | creation of effective texts showing how language features and images from other texts can be combined for effect | creation of texts showing how language features and images from other texts can be combined for effect | partial creation of texts showing how language features and images from other texts can be combined for effect | fragmented creation of texts showing how language features and images from other texts can be combined for effect |
| Skills | discerning use of coherent text structures for a range of purposes and audiences | effective use of coherent text structures for a range of purposes and audiences | use of coherent text structures for a range of purposes and audiences | partial use of coherent text structures for a range of purposes and audiences | fragmented use of coherent text structures 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 language features to engage the audience | active contributions to class and group discussions effectively using language features to engage the audience | active contributions to class and group discussions using language features to engage the audience | active contributions to aspects of class and group discussions using language features to engage the audience | active contributions to elements of class and group discussions using language features to engage the audience |
| understanding and discerning use of grammar when creating and editing texts | understanding and effective use of grammar when creating and editing texts | understanding of grammar when creating and editing texts | partial understanding of grammar when creating and editing texts | fragmented understanding of grammar when creating and editing texts |
| discerning use of a variety of more specialised vocabulary when creating and editing texts | effective use of a variety of more specialised vocabulary when creating and editing texts | use of a variety of more specialised vocabulary when creating and editing texts | partial use of a variety of more specialised vocabulary when creating and editing texts | fragmented use of a variety of more specialised vocabulary when creating and editing texts |
| use of accurate spelling and purposeful use of punctuation when creating and editing texts | use of accurate spelling and effective use of punctuation when creating and editing texts | use of accurate spelling and punctuation when creating and editing texts | partial use of accurate spelling and punctuation when creating and editing texts | fragmented use of accurate spelling and punctuation when creating and editing texts |

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

## 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.

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| 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 7 English SEs

These terms clarify the descriptors in the Year 7 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](https://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 |
| aspects | particular parts or features |
| clear;clarity | easy to perceive, understand, or interpret, without ambiguity |
| considered | 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 |
| demonstrate | give a practical exhibition an explanation |
| description;descriptive;describe | give an account of characteristics or features |
| develop | demonstrates understanding of knowledge using varying levels of skills |
| discerning | showing good judgment to make thoughtful choices |
| effective | meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result |
| everyday  | commonly used, not specialised |
| 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 |
| express;expression | to show, reveal, represent or put into words |
| fragmented | disjointed, incomplete or isolated |
| identification;identify | establish or indicate who or what someone or something is |
| impede meaning | hinder understanding |
| 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-effectcombined with prior experience to extrapolate on what is in the textanalysed to judge the logic of the text to, for example, identify particular points of view represented or fallacies inherent in the textevaluated to make judgments using criteriasynthesised 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 recalledtranslated 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 |
| 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 |
| 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](#language_features) together define a text type and shape its meaning |
| understand | to perceive what is meant, grasp an idea, and to be thoroughly familiar with |
| use of | to operate or put into effect |
| varied;variety | a number of different things |
| vary in suitability | aspects are occasionally appropriate |