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.

For all Queensland schools

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

Year 7 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 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

		A	**B**	**C**	**D**	**E**
		The folio of a student's work has the following characteristics:				
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

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.

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.

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

Term	Description
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-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
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 together define a text type and shape its meaning
understand	to perceive what is meant, grasp an idea, and to be thoroughly familiar with

Term	Description
use of	to operate or put into effect
varied; variety	a number of different things
vary in suitability	aspects are occasionally appropriate