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|  | Year 8 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 8 Australian Curriculum: English achievement standard |
| **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 on 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 make 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. |
| 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 8 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 are influenced by the language mode and that this varies for different purposes and audiences | effective demonstration of understanding of how text structures are influenced by the language mode and that this varies for different purposes and audiences | understanding of how text structures are influenced by the language mode and that this varies for different purposes and audiences | partial understanding of how text structures are influenced by the language mode and that this varies for different purposes and audiences | fragmented understanding of how text structures are influenced by the language mode and that this varies for different purposes and audiences |
| discerning explanation of how language features, images and vocabulary are used to represent ideas and issues in texts | effective explanation of how language features, images and vocabulary are used to represent ideas and issues in texts | explanation of how language features, images and vocabulary are used to represent ideas and issues in texts | partial explanation of how language features, images and vocabulary are used to represent ideas and issues in texts | fragmented explanation of how language features, images and vocabulary are used to represent ideas and issues in texts |
| Skills | discerning interpretation of texts by questioning the reliability of sources of ideas and information | effective interpretation of texts by questioning the reliability of sources of ideas and information | interpretation of texts by questioning the reliability of sources of ideas and information | partial interpretation of texts by questioning the reliability of sources of ideas and information | fragmented interpretation of texts by questioning the reliability of sources of ideas and information |
| discerning selection of evidence from texts to show how events, situations and people can be represented from different viewpoints | effective selection of evidence from texts to show how events, situations and people can be represented from different viewpoints | selection of evidence from texts to show how events, situations and people can be represented from different viewpoints | partial selection of evidence from texts to show how events, situations and people can be represented from different viewpoints | fragmented selection of evidence from texts to show how events, situations and people can be represented from different viewpoints |
| listening for and identification of different emphases in texts in order to elaborate purposefully on discussions | listening for and identification of different emphases in texts in order to elaborate effectively on discussions | listening for and identification of different emphases in texts in order to elaborate on discussions | listening for and partial identification of different emphases in texts in order to elaborate on discussions | listening for and fragmented identification of different emphases in texts in order to elaborate on discussions |
| Productive mode | Understanding | understanding of how the discerning selection of language features can be used for particular purposes and effects | understanding of how the effective selection of language features can be used for particular purposes and effects | understanding of how the selection of language features can be used for particular purposes and effects | partial understanding of how the selection of language features can be used for particular purposes and effects | fragmented understanding of how the selection of language features can be used for particular purposes and effects |
| discerning explanation of the effectiveness of language choices they make to influence the audience | informed explanation of the effectiveness of language choices they make to influence the audience | explanation of the effectiveness of language choices they make to influence the audience | partial explanation of the effectiveness of language choices they make to influence the audience | fragmented explanation of the effectiveness of language choices they make to influence the audience |
| discerning combination of ideas, images and language features from other texts to show how ideas can be expressed in new ways | effective combination of ideas, images and language features from other texts to show how ideas can be expressed in new ways | combination of ideas, images and language features from other texts to show how ideas can be expressed in new ways | partial combination of ideas, images and language features from other texts to show how ideas can be expressed in new ways | fragmented combination of ideas, images and language features from other texts to show how ideas can be expressed in new ways |
| Skills | discerning selection of language features to influence audience response when creating texts for different purposes | effective selection of language features to influence audience response when creating texts for different purposes | selection of language features to influence audience response when creating texts for different purposes | partial selection of language features to influence audience response when creating texts for different purposes | fragmented selection of language features to influence audience response when creating texts for different purposes |
| making of purposeful presentations | making of effective presentations | making of presentations | making of partial presentations | making of fragmented presentations |
| discerning use of language patterns for effect when actively contributing to class and group discussions | informed use of language patterns for effect when actively contributing to class and group discussions | use of language patterns for effect when actively contributing to class and group discussions | partial use of language patterns for effect when actively contributing to class and group discussions | fragmented use of language patterns for effect when actively contributing to class and group discussions |
| discerning creation and editing of texts to create specific effects taking into account intended purposes and the needs and interests of audiences | effective creation and editing of texts to create specific effects taking into account intended purposes and the needs and interests of audiences | creation and editing of texts to create specific effects taking into account intended purposes and the needs and interests of audiences | partial creation and editing of texts to create specific effects taking into account intended purposes and the needs and interests of audiences | fragmented creation and editing of texts to create specific effects taking into account intended purposes and the needs and interests of audiences |
| Productive mode | Skills | demonstration of discerning understanding of grammar | demonstration of effective understanding of grammar | demonstration of understanding of grammar | demonstration of partial understanding of grammar | demonstration of fragmented understanding of grammar |
| discerning selection of vocabulary for effect | effective selection of vocabulary for effect | selection of vocabulary for effect | partial selection of vocabulary for effect | fragmented selection of vocabulary for effect |
| use of accurate spelling and purposeful use of punctuation | use of accurate spelling and effective use of punctuation | use of accurate spelling and punctuation | partial use of accurate spelling and punctuation | fragmented use of accurate spelling and punctuation |

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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 8 English SEs

These terms clarify the descriptors in the Year 8 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 |
| --- | --- |
| 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; demonstration | give a practical exhibition an explanation |
| description; descriptive; describe | give an account of characteristics or features |
| detailed | meticulous; including many of the parts |
| directed | following the instructions of the facilitator |
| 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 |
| 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 |
| identification; identify | establish or indicate who or what someone or something is |
| impede meaning | hinder understanding |
| informed | having relevant knowledge; being conversant with the topic |
| interpret; interpretation | explaining the meaning of information or actions |
| 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 |
| 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 |
| 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 |