

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.

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

Year 8 English standard elaborations

		A	B	C	D	E
The folio of a student's work has the following characteristics:						
Receptive mode	Understanding	<u>considered demonstration of</u> understanding of how text structures are influenced by the language mode and that this varies for different purposes and audiences	<u>effective demonstration of</u> 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	<u>partial</u> understanding of how text structures are influenced by the language mode and that this varies for different purposes and audiences	<u>fragmented</u> understanding of how text structures are influenced by the language mode and that this varies for different purposes and audiences
		<u>discerning</u> explanation of how language features, images and vocabulary are used to represent ideas and issues in texts	<u>effective</u> 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	<u>partial</u> explanation of how language features, images and vocabulary are used to represent ideas and issues in texts	<u>fragmented</u> explanation of how language features, images and vocabulary are used to represent ideas and issues in texts
	Skills	<u>discerning</u> interpretation of texts by questioning the reliability of sources of ideas and information	<u>effective</u> 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	<u>partial</u> interpretation of texts by questioning the reliability of sources of ideas and information	<u>fragmented</u> interpretation of texts by questioning the reliability of sources of ideas and information
		<u>discerning</u> selection of evidence from texts to show how events, situations and people can be represented from different viewpoints	<u>effective</u> 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	<u>partial</u> selection of evidence from texts to show how events, situations and people can be represented from different viewpoints	<u>fragmented</u> 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 <u>purposefully</u> on discussions	listening for and identification of different emphases in texts in order to elaborate <u>effectively</u> on discussions	listening for and identification of different emphases in texts in order to elaborate on discussions	listening for and <u>partial</u> identification of different emphases in texts in order to elaborate on discussions	listening for and <u>fragmented</u> identification of different emphases in texts in order to elaborate on discussions

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

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

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

Term	Description
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 <i>language features</i> 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 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