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|  | Year 9 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 9 Australian Curriculum: English achievement standard |
| **Receptive modes (listening, reading and viewing)**  By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.  They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.  **Productive modes (speaking, writing and creating)**  Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.  Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using 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 9 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 | discerning analysis of the ways text structures can be manipulated for effect | effective analysis of the ways text structures can be manipulated for effect | analysis of the ways text structures can be manipulated for effect | partial analysis of the ways text structures can be manipulated for effect | fragmented analysis of the ways text structures can be manipulated for effect |
| discerning analysis and explanation of how images, vocabulary choices and language features distinguish the work of individual authors | effective analysis and explanation of how images, vocabulary choices and language features distinguish the work of individual authors | analysis and explanation of how images, vocabulary choices and language features distinguish the work of individual authors | partial analysis and explanation of how images, vocabulary choices and language features distinguish the work of individual authors | fragmented analysis and explanation of how images, vocabulary choices and language features distinguish the work of individual authors |
| Skills | discerning evaluation and integration of ideas and information from texts to form interpretations | effective evaluation and integration of ideas and information from texts to form interpretations | evaluation and integration of ideas and information from texts to form interpretations | partial evaluation and integration of ideas and information from texts to form interpretations | fragmented evaluation and integration of ideas and information from texts to form interpretations |
| discerning analysis and explanation of how language choices and conventions are used to influence audiences by selecting evidence from the text | effective analysis and explanation of how language choices and conventions are used to influence audiences by selecting evidence from the text | analysis and explanation of how language choices and conventions are used to influence audiences by selecting evidence from the text | partial analysis and explanation of how language choices and conventions are used to influence audiences by selecting evidence from the text | fragmented analysis and explanation of how language choices and conventions are used to influence audiences by selecting evidence from the text |
| listening for and detailed description of ways texts position an audience | listening for and description of ways texts position an audience | listening for ways texts position an audience | listening for and partial description of ways texts position an audience | listening for and fragmented description of ways texts position an audience |
| Productive mode | Understanding | discerning use of a variety of language features to create different levels of meaning | effective use of a variety of language features to create different levels of meaning | use of a variety of language features to create different levels of meaning | partial use of a variety of language features to create different levels of meaning | fragmented use of a variety of language features to create different levels of meaning |
| discerning comparison of own responses to texts to responses of others to show how interpretations can vary | effective comparison of own responses to texts to responses of others to show how interpretations can vary | comparison of own responses to texts to responses of others to show how interpretations can vary | partial comparison of own responses to texts to responses of others to show how interpretations can vary | fragmented comparison of own responses to texts to responses of others to show how interpretations can vary |
| discerning manipulation of language features and images to create innovative texts | effective manipulation of language features and images to create innovative texts | manipulation of language features and images to create innovative texts | partial manipulation of language features and images to create innovative texts | fragmented manipulation of language features and images to create innovative texts |
| Skills | discerning interpretation and integration of ideas from other texts to create texts that respond to issues | effective interpretation and integration of ideas from other texts to create texts that respond to issues | interpretation and integration of ideas from other texts to create texts that respond to issues | partial interpretation and integration of ideas from other texts to create texts that respond to issues | fragmented interpretation and integration of ideas from other texts to create texts that respond to issues |
| 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 that purposefully compare and evaluate responses to ideas and issues | active contributions to class and group discussions that effectively compare and evaluate responses to ideas and issues | active contributions to class and group discussions that compare and evaluate responses to ideas and issues | active contributions to aspects of class and group discussions that compare and evaluate responses to ideas and issues | active contributions to elements of class and group discussions that compare and evaluate responses to ideas and issues |
| discerning selection of vocabulary and grammar that contributes to the precision and persuasiveness of texts when editing for effect | effective selection of vocabulary and grammar that contributes to the precision and persuasiveness of texts when editing for effect | selection of vocabulary and grammar that contributes to the precision and persuasiveness of texts when editing for effect | partial selection of vocabulary and grammar that contributes to the precision and persuasiveness of texts when editing for effect | fragmented selection of vocabulary and grammar that contributes to the precision and persuasiveness of texts when editing for effect |
| purposeful use of accurate spelling and purposeful use of punctuation | effective 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 9 English SEs

These terms clarify the descriptors in the Year 9 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 |
| appropriate | fitting; suitable to the context |
| aspects | particular parts or features |
| 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 |
| discerning | showing good judgment to make thoughtful choices |
| distinguish | recognise point/s of difference |
| effective | meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result |
| elements | a component or constituent part of a whole; any word, group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning |
| evaluate; evaluation | examine and judge the merit or significance of something |
| 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 |
| 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 |
| manipulation | to handle or use with skill, to adapt or change to suit a purpose |
| 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 |
| relevant | applicable and pertinent |
| respond | to react to a person or text |
| 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 |
| use of | to operate or put into effect |
| varied; variety | a number of different things |
| vary in suitability | aspects are occasionally appropriate |