

# Year 10 standard elaborations — Australian Curriculum: English

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## 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.

## Year 10 Australian Curriculum: English achievement standard

### **Receptive modes (listening, reading and viewing)**

By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

### **Productive modes (speaking, writing and creating)**

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

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 10 English standard elaborations

		A	B	C	D	E
<b>The folio of a student’s work has the following characteristics:</b>						
<b>Receptive mode</b>	<b>Understanding</b>	<b>discerning</b> evaluation of how text structures can be used in innovative ways by different authors	<b>effective</b> evaluation of how text structures can be used in innovative ways by different authors	evaluation of how text structures can be used in innovative ways by different authors	<b>partial</b> evaluation of how text structures can be used in innovative ways by different authors	<b>fragmented</b> evaluation of how text structures can be used in innovative ways by different authors
		<b>discerning</b> explanation of how the choice of language features, images and vocabulary contributes to the development of individual style	<b>effective</b> explanation of how the choice of language features, images and vocabulary contributes to the development of individual style	explanation of how the choice of language features, images and vocabulary contributes to the development of individual style	<b>partial</b> explanation of how the choice of language features, images and vocabulary contributes to the development of individual style	<b>fragmented</b> explanation of how the choice of language features, images and vocabulary contributes to the development of individual style
	<b>Skills</b>	<b>discerning</b> development and justification of own interpretations of texts	<b>effective</b> development and justification of own interpretations of texts	development and justification of own interpretations of texts	<b>partial</b> development and justification of own interpretations of texts	<b>fragmented</b> development and justification of own interpretations of texts
		<b>discerning</b> evaluation of interpretations with <b>discerning</b> analysis of the evidence used to support them	<b>effective</b> evaluation of interpretations with <b>effective</b> analysis of the evidence used to support them	evaluation of interpretations with analysis of the evidence used to support them	<b>partial</b> evaluation of interpretations with <b>partial</b> analysis of the evidence used to support them	<b>fragmented</b> evaluation of interpretations with <b>fragmented</b> analysis of the evidence used to support them
		listening for <b>and discerning description of</b> ways features within texts can be manipulated to achieve particular effects	listening for <b>and effective description of</b> ways features within texts can be manipulated to achieve particular effects	listening for ways features within texts can be manipulated to achieve particular effects	listening for <b>and partial description of</b> ways features within texts can be manipulated to achieve particular effects	listening for <b>and fragmented description of</b> ways features within texts can be manipulated to achieve particular effects

		A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>						
<b>Productive mode</b>	<b>Understanding</b>	<b>discerning</b> selection of language features to achieve precision and stylistic effect	<b>effective</b> selection of language features to achieve precision and stylistic effect	selection of language features to achieve precision and stylistic effect	<b>partial</b> selection of language features to achieve precision and stylistic effect	<b>fragmented</b> selection of language features to achieve precision and stylistic effect
		<b>discerning</b> explanation of different viewpoints, attitudes and perspectives through the <b>discerning</b> development of cohesive and logical arguments	<b>effective</b> explanation of different viewpoints, attitudes and perspectives through the <b>effective</b> development of cohesive and logical arguments	explanation of different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments	<b>partial</b> explanation of different viewpoints, attitudes and perspectives through the <b>partial</b> development of cohesive and logical arguments	<b>fragmented</b> explanation of different viewpoints, attitudes and perspectives through the <b>fragmented</b> development of cohesive and logical arguments
		<b>discerning</b> experimentation with language features, stylistic devices, text structures and images to develop own style	<b>effective</b> experimentation with language features, stylistic devices, text structures and images to develop own style	experimentation with language features, stylistic devices, text structures and images to develop own style	<b>partial</b> experimentation with <b>aspects of</b> language features, stylistic devices, text structures and images to develop own style	<b>fragmented</b> experimentation with <b>elements of</b> language features, stylistic devices, text structures and images to develop own style
<b>Productive mode</b>	<b>Skills</b>	<b>discerning</b> creation of a wide range of texts to articulate complex ideas	<b>effective</b> creation of a wide range of texts to articulate complex ideas	creation of a wide range of texts to articulate complex ideas	<b>partial</b> creation of a wide range of texts to articulate complex ideas	<b>fragmented</b> creation of a wide range of texts to articulate complex ideas
		making of <b>purposeful</b> presentations	making of <b>effective</b> presentations	making of presentations	making of <b>partial</b> presentations	making of <b>fragmented</b> presentations
		active contributions to class and group discussions that <b>purposefully</b> build on others' ideas, solve problems, justify opinions, develop and expand on arguments	active contributions to class and group discussions that <b>effectively</b> build on others' ideas, solve problems, justify opinions, develop and expand on arguments	active contributions to class and group discussions that build on others' ideas solve problems justify opinions develop and expand on arguments	active contributions to aspects of class and group discussions that build on <b>aspects of</b> others' ideas, solve problems, justify opinions, develop and expand on arguments	active contributions to elements of class and group discussions that build on <b>elements of</b> others' ideas, solve problems, justify opinions, develop and expand on arguments
		<b>discerning</b> demonstration of understanding of grammar when creating and editing texts	<b>effective</b> demonstration of understanding of grammar when creating and editing texts	demonstration of understanding of grammar when creating and editing texts	<b>partial</b> demonstration of understanding of grammar when creating and editing texts	<b>fragmented</b> demonstration of understanding of grammar when creating and editing texts

		A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>						
<b>Productive mode</b>	<b>Skills</b>	discerning variation of vocabulary choices for impact when creating and editing texts	effective variation of vocabulary choices for impact when creating and editing texts	variation of vocabulary choices for impact when creating and editing texts	partial variation of vocabulary choices for impact when creating and editing texts	fragmented variation of vocabulary choices for impact 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
<b>Key</b>	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
<b>understanding</b>	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
<b>skills</b>	the specific techniques, strategies and processes in a learning area

## Terms used in Year 10 English SEs

These terms clarify the descriptors in the Year 10 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](http://www.australiancurriculum.edu.au/f-10-curriculum/english/Glossary).

Term	Description
<b>articulate</b>	express coherently
<b>aspects</b>	particular parts or features
<b>clear; clarity</b>	easy to perceive, understand, or interpret, without ambiguity
<b>considered; consideration</b>	thought about deliberately with a purpose
<b>consistent</b>	regular in occurrence; in agreement and not self-contradictory
<b>creation; create</b>	develop and/or produce spoken, written or multimodal texts in print or digital forms
<b>demonstrate</b>	give a practical exhibition an explanation
<b>demonstrate; demonstration</b>	give a practical exhibition an explanation
<b>description; descriptive; describe</b>	give an account of characteristics or features
<b>develop; development</b>	to elaborate or expand in detail
<b>discerning</b>	showing good judgment to make thoughtful choices
<b>effective</b>	meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result
<b>elements</b>	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

Term	Description
<b>evaluate; evaluation</b>	examine and judge the merit or significance of something
<b>evidence</b>	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
<b>experiment; experimentation</b>	to try or test to suit a purpose
<b>explanation; explanatory; explain</b>	provide additional information that demonstrates understanding of reasoning and/or application
<b>fragmented</b>	disjointed, incomplete or isolated
<b>identification; identify</b>	establish or indicate who or what someone or something is
<b>impede meaning</b>	hinder understanding
<b>language features</b>	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
<b>partial</b>	attempted; incomplete evidence provided
<b>productive modes</b>	speaking, writing and creating
<b>purposeful</b>	intentional; focused and clearly linked to the goals of the task
<b>selection; select</b>	choose in preference to another or others
<b>text</b>	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
<b>text structure</b>	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 <a href="#">language features</a> together define a text type and shape its meaning
<b>use of</b>	to operate or put into effect
<b>varied; variety; variation</b>	a number of different things
<b>vary in suitability</b>	aspects are occasionally appropriate