Year 10 standard elaborations — Australian Curriculum v9.0: English

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for English describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

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 where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.

Year 10 Australian Curriculum: English achievement standard

By the end of Year 10, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts.

They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation. They select and experiment with text structures to organise, develop and link ideas and representations. They select, vary and experiment with language features including literary devices, and experiment with multimodal features.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 English for Foundation–10*
https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0

Year 10 English standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Listening, speaking and creating	• listening to texts including literary and multimodal texts and interacting with others to purposefully: – discuss ideas and responses to representations • purposeful creation* of spoken texts including literary and multimodal texts including texts with a range of purposes and for audiences through: – discussing ideas and responses to representations, making connections – providing substantiation	• listening to texts including literary and multimodal texts and interacting with others to: – discuss ideas and responses to representations in an informed way • effective creation* of spoken texts including literary and multimodal texts including texts with a range of purposes and for audiences through: – discussing ideas and responses to representations, making connections – providing substantiation	• listening to texts including literary and multimodal texts and interacting with others to: – discuss ideas and responses to representations • creation* of spoken texts including literary and multimodal texts including texts with a range of purposes and for audiences through: – discussing ideas and responses to representations, making connections – providing substantiation	• listening to texts including literary and/or multimodal texts and interacting with others to variably: – discuss ideas • variable creation* of spoken texts including literary and/or multimodal texts including texts with a range of purposes and for audiences through: – discussing ideas and responses to representations	• listening to texts including literary and/or multimodal texts and interacting with others to sporadically: – discuss ideas • sporadic creation* of spoken texts including literary and/or multimodal texts including texts with a range of purposes and for audiences through: – discussing ideas
	purposeful selection and experimentation with text structures to organise and develop ideas	effective selection and experimentation with text structures to organise and develop ideas	selection and experimentation with text structures to organise and develop ideas	selection of aspects of text structures to organise and develop ideas	use of fragmented text structures to organise ideas

	A	B	C	D	E
	• purposeful selection, variation and experimentation with language features† including rhetorical and literary devices • considered experimentation with multimodal features • considered experimentation with features of voice	• effective selection, variation and experimentation with language features† including rhetorical and literary devices • informed experimentation with multimodal features • informed experimentation with features of voice	• selection, variation and experimentation with language features† including rhetorical and literary devices • experimentation with multimodal features • experimentation with features of voice	• selection and variation of aspects of language features† • experimentation with aspects of multimodal features • experimentation with aspects of features of voice	• isolated selection and use of language features† • fragmented use of multimodal features • isolated use of features of voice
Reading and viewing	reading, viewing and comprehending a range of texts created to inform, influence and engage audiences through thorough analysis and evaluation of: • representations of people, places, events and concepts • how interpretations of representations may be influenced by readers and viewers	reading, viewing and comprehending a range of texts created to inform, influence and engage audiences through detailed analysis and evaluation of: • representations of people, places, events and concepts • how interpretations of representations may be influenced by readers and viewers	reading, viewing and comprehending a range of texts created to inform, influence and engage audiences through analysis and evaluation of: • representations of people, places, events and concepts • how interpretations of representations may be influenced by readers and viewers	reading, viewing and comprehending a range of texts created to inform, influence and engage audiences through explanation of: • representations of people and/or places and/or events • how interpretations of representations may be influenced by readers and viewers	reading, viewing and comprehending a range of texts created to inform, influence and engage audiences through statement/s about: • representations of people and/or places and/or events
	thorough analysis of the effects of text structures and their contribution to the aesthetic qualities of texts	detailed analysis of the effects of text structures and their contribution to the aesthetic qualities of texts	analysis of the effects of text structures and their contribution to the aesthetic qualities of texts	explanation of the effects of text structures and their contribution to the aesthetic qualities of texts	statement/s about text structures and the aesthetic qualities of texts

	A	B	C	D	E
	thorough analysis of the effects of language features† including literary devices, intertextual connections, and multimodal features and their contribution to the aesthetic qualities of texts	detailed analysis of the effects of language features† including literary devices, intertextual connections, and multimodal features and their contribution to the aesthetic qualities of texts	analysis of the effects of language features† including literary devices, intertextual connections, and multimodal features and their contribution to the aesthetic qualities of texts	explanation of the effects of language features† and/or multimodal features and their contribution to the aesthetic qualities of texts	statement/s about language features† and/or multimodal features and their contribution to the aesthetic qualities of texts
Writing and creating	purposeful creation* of written and multimodal texts, including literary texts, for a range of purposes and audiences through: • expressing ideas and representations, making connections • providing substantiation	effective creation* of written and multimodal texts, including literary texts, for a range of purposes and audiences through: • expressing ideas and representations, making connections • providing substantiation	creation* of written and multimodal texts, including literary texts, for a range of purposes and audiences by: • expressing ideas and representations, making connections • providing substantiation	variable creation* of written and multimodal texts, including literary texts, for a range of purposes and audiences through: • expressing ideas and representations, making connections • providing substantiation	sporadic creation* of written and multimodal texts, including literary texts, for a range of purposes and audiences through: • expressing ideas
	considered selection and experimentation with text structures to organise, develop and link ideas and representations	informed selection and experimentation with text structures to organise, develop and link ideas and representations	selection and experimentation with text structures to organise, develop and link ideas and representations	selection of aspects of text structures to organise, develop and link ideas	use of fragmented text structures to organise ideas
	• considered selection, variation and experimentation with language features† including literary devices • considered experimentation with multimodal features.	• informed selection, variation and experimentation with language features† including literary devices • informed experimentation with multimodal features.	• selection, variation and experimentation with language features† including literary devices • experimentation with multimodal features.	• selection and variation of aspects of language features† • experimentation with aspects of multimodal features.	• isolated selection and variation of language features† • isolated use of multimodal features.

Key	shading emphasises the qualities that discriminate between the A–E descriptors

*creation (also create): To imagine or conceive, develop or produce (in print or digital form) spoken, written or multimodal texts and **edit** (see definition that follows) and publish work for an audience. | edit: To prepare, alter, adapt or refine with attention to grammar, spelling, punctuation and vocabulary.

†language features: Features that support meaning (e.g. clause- and word-level grammar, vocabulary, figurative language, punctuation, images). Choices vary for the purpose, subject matter, audience and mode or medium.