

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

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## 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
<b>The folio of student work contains evidence of the following:</b>					
<b>Listening, speaking and creating</b>	<ul style="list-style-type: none"> <li>listening to texts including literary and multimodal texts and interacting with others to <b>purposefully</b>:               <ul style="list-style-type: none"> <li>discuss ideas and responses to representations</li> </ul> </li> <li><b>purposeful</b> creation* of spoken texts including literary and multimodal texts including texts with a range of purposes and for audiences through:               <ul style="list-style-type: none"> <li>discussing ideas and responses to representations, making connections</li> <li>providing substantiation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>listening to texts including literary and multimodal texts and interacting with others to:               <ul style="list-style-type: none"> <li>discuss ideas and responses to representations <b>in an informed way</b></li> </ul> </li> <li><b>effective</b> creation* of spoken texts including literary and multimodal texts including texts with a range of purposes and for audiences through:               <ul style="list-style-type: none"> <li>discussing ideas and responses to representations, making connections</li> <li>providing substantiation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>listening to texts including literary and multimodal texts and interacting with others to:               <ul style="list-style-type: none"> <li>discuss ideas and responses to representations</li> </ul> </li> <li>creation* of spoken texts including literary and multimodal texts including texts with a range of purposes and for audiences through:               <ul style="list-style-type: none"> <li>discussing ideas and responses to representations, making connections</li> <li>providing substantiation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>listening to texts including literary <b>and/or</b> multimodal texts and interacting with others to <b>variably</b>:               <ul style="list-style-type: none"> <li>discuss ideas</li> </ul> </li> <li><b>variable</b> creation* of spoken texts including literary <b>and/or</b> multimodal texts including texts with a range of purposes and for audiences through:               <ul style="list-style-type: none"> <li>discussing ideas and responses to representations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>listening to texts including literary and/or multimodal texts and interacting with others to <b>sporadically</b>:               <ul style="list-style-type: none"> <li>discuss ideas</li> </ul> </li> <li><b>sporadic</b> creation* of spoken texts including literary and/or multimodal texts including texts with a range of purposes and for audiences through:               <ul style="list-style-type: none"> <li>discussing ideas</li> </ul> </li> </ul>
	<b>purposeful</b> selection and experimentation with text structures to organise and develop ideas	<b>effective</b> selection and experimentation with text structures to organise and develop ideas	selection and experimentation with text structures to organise and develop ideas	selection of <b>aspects of text</b> structures to organise and develop ideas	<b>use of fragmented text</b> structures to organise ideas

	A	B	C	D	E
	<ul style="list-style-type: none"> <li>• <b>purposeful</b> selection, variation and experimentation with language features<sup>†</sup> including rhetorical and literary devices</li> <li>• <b>considered</b> experimentation with multimodal features</li> <li>• <b>considered</b> experimentation with features of voice</li> </ul>	<ul style="list-style-type: none"> <li>• <b>effective</b> selection, variation and experimentation with language features<sup>†</sup> including rhetorical and literary devices</li> <li>• <b>informed</b> experimentation with multimodal features</li> <li>• <b>informed</b> experimentation with features of voice</li> </ul>	<ul style="list-style-type: none"> <li>• selection, variation and experimentation with language features<sup>†</sup> including rhetorical and literary devices</li> <li>• experimentation with multimodal features</li> <li>• experimentation with features of voice</li> </ul>	<ul style="list-style-type: none"> <li>• selection and variation of <b>aspects of</b> language features<sup>†</sup></li> <li>• experimentation with <b>aspects of</b> multimodal features</li> <li>• experimentation with <b>aspects of</b> features of voice</li> </ul>	<ul style="list-style-type: none"> <li>• <b>isolated</b> selection and <b>use of</b> language features<sup>†</sup></li> <li>• <b>fragmented use of</b> multimodal features</li> <li>• <b>isolated use of</b> features of voice</li> </ul>
Reading and viewing	<p>reading, viewing and comprehending a range of texts created to inform, influence and engage audiences through <b>thorough</b> analysis and evaluation of:</p> <ul style="list-style-type: none"> <li>• representations of people, places, events and concepts</li> <li>• how interpretations of representations may be influenced by readers and viewers</li> </ul>	<p>reading, viewing and comprehending a range of texts created to inform, influence and engage audiences through <b>detailed</b> analysis and evaluation of:</p> <ul style="list-style-type: none"> <li>• representations of people, places, events and concepts</li> <li>• how interpretations of representations may be influenced by readers and viewers</li> </ul>	<p>reading, viewing and comprehending a range of texts created to inform, influence and engage audiences through analysis and evaluation of:</p> <ul style="list-style-type: none"> <li>• representations of people, places, events and concepts</li> <li>• how interpretations of representations may be influenced by readers and viewers</li> </ul>	<p>reading, viewing and comprehending a range of texts created to inform, influence and engage audiences through <b>explanation of</b>:</p> <ul style="list-style-type: none"> <li>• representations of people <b>and/or</b> places <b>and/or</b> events</li> <li>• how interpretations of representations may be influenced by readers and viewers</li> </ul>	<p>reading, viewing and comprehending a range of texts created to inform, influence and engage audiences through <b>statement/s about</b>:</p> <ul style="list-style-type: none"> <li>• representations of people and/or places and/or events</li> </ul>
	<p><b>thorough</b> analysis of the effects of text structures and their contribution to the aesthetic qualities of texts</p>	<p><b>detailed</b> analysis of the effects of text structures and their contribution to the aesthetic qualities of texts</p>	<p>analysis of the effects of text structures and their contribution to the aesthetic qualities of texts</p>	<p><b>explanation of</b> the effects of text structures and their contribution to the aesthetic qualities of texts</p>	<p><b>statement/s about</b> text structures and the aesthetic qualities of texts</p>

	A	B	C	D	E
	<u>thorough</u> analysis of the effects of language features <sup>†</sup> including literary devices, intertextual connections, and multimodal features and their contribution to the aesthetic qualities of texts	<u>detailed</u> analysis of the effects of language features <sup>†</sup> including literary devices, intertextual connections, and multimodal features and their contribution to the aesthetic qualities of texts	analysis of the effects of language features <sup>†</sup> including literary devices, intertextual connections, and multimodal features and their contribution to the aesthetic qualities of texts	<u>explanation of</u> the effects of language features <sup>†</sup> <u>and/or</u> multimodal features and their contribution to the aesthetic qualities of texts	<u>statement/s about</u> language features <sup>†</sup> and/or multimodal features and their contribution to the aesthetic qualities of texts
Writing and creating	<u>purposeful</u> creation* of written and multimodal texts, including literary texts, for a range of purposes and audiences through: <ul style="list-style-type: none"> <li>expressing ideas and representations, making connections</li> <li>providing substantiation</li> </ul>	<u>effective</u> creation* of written and multimodal texts, including literary texts, for a range of purposes and audiences through: <ul style="list-style-type: none"> <li>expressing ideas and representations, making connections</li> <li>providing substantiation</li> </ul>	creation* of written and multimodal texts, including literary texts, for a range of purposes and audiences by: <ul style="list-style-type: none"> <li>expressing ideas and representations, making connections</li> <li>providing substantiation</li> </ul>	<u>variable</u> creation* of written and multimodal texts, including literary texts, for a range of purposes and audiences through: <ul style="list-style-type: none"> <li>expressing ideas and representations, making connections</li> <li>providing substantiation</li> </ul>	<u>sporadic</u> creation* of written and multimodal texts, including literary texts, for a range of purposes and audiences through: <ul style="list-style-type: none"> <li>expressing ideas</li> </ul>
	<u>considered</u> selection and experimentation with text structures to organise, develop and link ideas and representations	<u>informed</u> 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 <u>aspects of</u> text structures to organise, develop and link ideas	<u>use of fragmented</u> text structures to organise ideas
	<ul style="list-style-type: none"> <li><u>considered</u> selection, variation and experimentation with language features<sup>†</sup> including literary devices</li> <li><u>considered</u> experimentation with multimodal features.</li> </ul>	<ul style="list-style-type: none"> <li><u>informed</u> selection, variation and experimentation with language features<sup>†</sup> including literary devices</li> <li><u>informed</u> experimentation with multimodal features.</li> </ul>	<ul style="list-style-type: none"> <li>selection, variation and experimentation with language features<sup>†</sup> including literary devices</li> <li>experimentation with multimodal features.</li> </ul>	<ul style="list-style-type: none"> <li>selection and variation of <u>aspects of</u> language features<sup>†</sup></li> <li>experimentation with <u>aspects of</u> multimodal features.</li> </ul>	<ul style="list-style-type: none"> <li><u>isolated</u> selection and variation of language features<sup>†</sup></li> <li><u>isolated use of</u> multimodal features.</li> </ul>

**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.



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