

# Year 5 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 5 Australian Curriculum: English achievement standard

By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.

They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.

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-5?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 5 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 texts and/or multimodal texts and interacting with others to <b>purposefully</b> <ul style="list-style-type: none"> <li>share, develop and expand on ideas and opinions</li> </ul> </li> <li><b>purposeful</b> creation* of spoken and/or multimodal texts including literary texts for particular purposes and audiences through           <ul style="list-style-type: none"> <li>sharing, developing and expanding on ideas and opinions</li> <li>using supporting details from topics or texts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>listening to texts including literary texts and/or multimodal texts and interacting with others to <b>effectively</b> <ul style="list-style-type: none"> <li>share, develop and expand on ideas and opinions</li> </ul> </li> <li><b>effective</b> creation* of spoken and/or multimodal texts including literary texts for particular purposes and audiences through           <ul style="list-style-type: none"> <li>sharing, developing and expanding on ideas and opinions</li> <li>using supporting details from topics or texts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>listening to texts including literary texts and/or multimodal texts and interacting with others to           <ul style="list-style-type: none"> <li>share, develop and expand on ideas and opinions</li> </ul> </li> <li>creation* of spoken and/or multimodal texts including literary texts for particular purposes and audiences by           <ul style="list-style-type: none"> <li>sharing, developing and expanding on ideas and opinions</li> <li>using supporting details from topics or texts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>listening to texts including literary texts and/or multimodal texts and interacting with others to, <b>partially</b> <ul style="list-style-type: none"> <li>share, develop <b>and/or</b> expand on ideas <b>and/or</b> opinions</li> </ul> </li> <li><b>variable</b> creation* of spoken and/or multimodal texts including literary texts for particular purposes and audiences through           <ul style="list-style-type: none"> <li>sharing <b>and/or</b> developing of ideas <b>and/or</b> opinions</li> <li>use of supporting details</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>listening to texts including literary texts and/or multimodal texts and interacting with others to           <ul style="list-style-type: none"> <li>share <b>isolated</b> ideas <b>and/or</b> opinions</li> </ul> </li> <li><b>fragmented</b> creation* of spoken and/or multimodal texts including literary texts for particular purposes and audiences through           <ul style="list-style-type: none"> <li><b>statement/s</b> of ideas <b>and/or</b> opinions</li> <li>use of details</li> </ul> </li> </ul>
	<b>purposeful</b> use of different text structures to organise, develop and link ideas	<b>effective</b> use of different text structures to organise, develop and link ideas	use of different text structures to organise, develop and link ideas	use of <b>aspects of</b> different text structures to organise, and link ideas	use of <b>fragmented</b> text structures
	<ul style="list-style-type: none"> <li><b>purposeful</b> use of language features<sup>†</sup> including topic-specific vocabulary and literary devices, and/or multimodal features</li> <li><b>purposeful</b> use of features of voice</li> </ul>	<ul style="list-style-type: none"> <li><b>effective</b> use of language features<sup>†</sup> including topic-specific vocabulary and literary devices, and/or multimodal features</li> <li><b>effective</b> use of features of voice</li> </ul>	<ul style="list-style-type: none"> <li>use of language features<sup>†</sup> including topic-specific vocabulary and literary devices, and/or multimodal features</li> <li>use of features of voice</li> </ul>	<ul style="list-style-type: none"> <li>use of <b>aspects of</b> language features<sup>†</sup> including topic-specific vocabulary, and/or multimodal features</li> <li>use of <b>aspects of</b> features of voice</li> </ul>	<ul style="list-style-type: none"> <li><b>isolated</b> use of language features<sup>†</sup> including topic-specific vocabulary, and/or multimodal features</li> <li><b>isolated</b> use of features of voice</li> </ul>

	A	B	C	D	E
Reading and viewing	<p>reading, viewing and comprehending texts created to inform, influence and/or engage audiences through the <u>thorough</u> explanation of:</p> <ul style="list-style-type: none"> <li>• how ideas are developed including through characters, settings and/or events</li> <li>• how texts reflect contexts</li> </ul>	<p>reading, viewing and comprehending texts created to inform, influence and/or engage audiences through the <u>detailed</u> explanation of:</p> <ul style="list-style-type: none"> <li>• how ideas are developed including through characters, settings and/or events</li> <li>• how texts reflect contexts</li> </ul>	<p>reading, viewing and comprehending texts created to inform, influence and/or engage audiences through the explanation of:</p> <ul style="list-style-type: none"> <li>• how ideas are developed including through characters, settings and/or events</li> <li>• how texts reflect contexts</li> </ul>	<p>reading, viewing and comprehending texts created to inform, influence and/or engage audiences through the <u>partial</u> explanation of:</p> <ul style="list-style-type: none"> <li>• how ideas are developed</li> <li>• how texts reflect contexts</li> </ul>	<p>reading, viewing and comprehending texts created to inform <u>and/or</u> influence and/or engage audiences through <u>statement/s about</u>:</p> <ul style="list-style-type: none"> <li>• ideas presented</li> <li>• contexts of texts</li> </ul>
	<p><u>thorough</u> explanation of how characteristic text structures support the purpose of texts</p>	<p><u>detailed</u> explanation of how characteristic text structures support the purpose of texts</p>	<p>explanation of how characteristic text structures support the purpose of texts</p>	<p><u>variable</u> description of characteristic text structures that support the purpose of texts</p>	<p><u>identification of</u> characteristic text structures</p>
	<p><u>considered</u> explanation of how language features<sup>†</sup> including literary devices, and visual features contribute to the effect and meaning of a text</p>	<p><u>effective</u> explanation of how language features<sup>†</sup> including literary devices, and visual features contribute to the effect and meaning of a text</p>	<p>explanation of how language features<sup>†</sup> including literary devices, and visual features contribute to the effect and meaning of a text</p>	<p><u>description</u> of language features<sup>†</sup> and visual features</p>	<p><u>identification</u> of language features<sup>†</sup> and visual features</p>

	A	B	C	D	E
Writing and creating	<b>purposeful</b> creation* of written and/or multimodal texts, including literary texts, for particular purposes and audiences through: <ul style="list-style-type: none"> <li>• development and expansion on ideas</li> <li>• supporting details from topics or texts</li> </ul>	<b>effective</b> creation* of written and/or multimodal texts, including literary texts, for particular purposes and audiences through: <ul style="list-style-type: none"> <li>• development and expansion on ideas</li> <li>• supporting details from topics or texts</li> </ul>	creation* of written and/or multimodal texts, including literary texts, for particular purposes and audiences through: <ul style="list-style-type: none"> <li>• development and expansion on ideas</li> <li>• supporting details from topics or texts</li> </ul>	<b>variable</b> creation* of written and/or multimodal texts, including literary texts, for particular purposes and audiences through: <ul style="list-style-type: none"> <li>• development and expansion on ideas</li> <li>• supporting details from topics or texts</li> </ul>	creation* of written and/or multimodal texts, including literary texts, for particular purposes and audiences <b>by making statement/s about</b> : <ul style="list-style-type: none"> <li>• ideas with details</li> </ul>
	<b>purposeful</b> use of paragraphs to organise, develop and link ideas	<b>effective</b> use of paragraphs to organise, develop and link ideas	use of paragraphs to organise, develop and link ideas	use of <b>aspects of</b> paragraphs to organise ideas	use of <b>fragmented</b> paragraphs to organise ideas
	<b>purposeful</b> use of language features <sup>†</sup> , including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features	<b>effective</b> use of language features <sup>†</sup> , including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features	use of language features <sup>†</sup> , including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features	use of <b>aspects of</b> language features <sup>†</sup> , including <b>sentences</b> , topic-specific vocabulary and/or multimodal features	<b>isolated</b> use of language features <sup>†</sup> including <b>sentences</b> , topic-specific vocabulary and/or multimodal features
	<b>proficient</b> spelling using phonic, morphemic and grammatical knowledge.	<b>effective</b> spelling using phonic, morphemic and grammatical knowledge.	spelling using phonic, morphemic and grammatical knowledge.	<b>variable</b> spelling using phonic, morphemic and grammatical knowledge.	<b>isolated</b> spelling using phonic, morphemic and grammatical knowledge.

**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.

<sup>†</sup>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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