

Year 6 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 6 Australian Curriculum: English achievement standard

By the end of Year 6, 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, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features influence audiences.

They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, 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-6?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 6 English standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Listening, speaking and creating	<ul style="list-style-type: none"> listening to texts including multimodal and literary texts and interacting with others to purposefully <ul style="list-style-type: none"> share ideas from topics or texts purposeful creation* of spoken and/or multimodal texts including literary texts for particular purposes and audiences through <ul style="list-style-type: none"> development, explanation and elaboration of ideas from topics or texts 	<ul style="list-style-type: none"> listening to texts including multimodal and literary texts and interacting with others to effectively <ul style="list-style-type: none"> share ideas from topics or texts effective creation* of spoken and/or multimodal texts including literary texts for particular purposes and audiences through <ul style="list-style-type: none"> development, explanation and elaboration of ideas from topics or texts 	<ul style="list-style-type: none"> listening to texts including multimodal and literary texts and interacting with others to <ul style="list-style-type: none"> share ideas from topics or texts creation* of spoken and/or multimodal texts including literary texts for particular purposes and audiences through <ul style="list-style-type: none"> development, explanation and elaboration of ideas from topics or texts 	<ul style="list-style-type: none"> listening to texts including multimodal and literary texts and interacting with others to partially <ul style="list-style-type: none"> share ideas from topics or texts partial creation* of spoken and/or multimodal texts for particular purposes and audiences through <ul style="list-style-type: none"> development and explanation of ideas from topics or texts 	<ul style="list-style-type: none"> listening to texts including multimodal and literary texts and interacting with others to <ul style="list-style-type: none"> share isolated ideas from topics or texts fragmented creation* of spoken and/or multimodal texts for particular purposes and audiences through <ul style="list-style-type: none"> statements of ideas from topics or texts
	purposeful use and variation of text structures to organise, develop and link ideas	effective use and variation of text structures to organise, develop and link ideas	use and variation of text structures to organise, develop and link ideas	use of aspects of text structures to organise ideas	use of fragmented text structures
	<ul style="list-style-type: none"> purposeful use and variation of language features[†] including topic-specific vocabulary and literary devices, and/or multimodal features purposeful use and variation of features of voice 	<ul style="list-style-type: none"> effective use and variation of language features[†] including topic-specific vocabulary and literary devices and/or multimodal features effective use and variation of features of voice 	<ul style="list-style-type: none"> use and variation of language features[†] including topic-specific vocabulary and literary devices and/or multimodal features use and variation of features of voice 	<ul style="list-style-type: none"> use of aspects of language features[†] including topic-specific vocabulary and/or multimodal features use of aspects of features of voice 	<ul style="list-style-type: none"> isolated use of language features[†] and/or multimodal features isolated use of features of voice

	A	B	C	D	E
Reading and viewing	<p>reading, viewing and comprehending different texts that inform, influence and/or engage audiences through <u>thorough</u> identification of similarities and differences in:</p> <ul style="list-style-type: none"> • how ideas are presented and developed including through characters, settings and/or events • how texts reflect contexts 	<p>reading, viewing and comprehending different texts that inform, influence and/or engage audiences through <u>detailed</u> identification of similarities and differences in:</p> <ul style="list-style-type: none"> • how ideas are presented and developed including through characters, settings and/or events • how texts reflect contexts 	<p>reading, viewing and comprehending different texts that inform, influence and/or engage audiences through identification of similarities and differences in:</p> <ul style="list-style-type: none"> • how ideas are presented and developed including through characters, settings and/or events • how texts reflect contexts 	<p>reading, viewing and comprehending different texts that inform, influence and/or engage audiences through <u>partial</u> identification of similarities <u>or</u> differences in:</p> <ul style="list-style-type: none"> • how ideas are presented and developed • how texts reflect contexts 	<p>reading, viewing and comprehending different texts that inform, influence and/or engage audiences through <u>statement/s about</u>:</p> <ul style="list-style-type: none"> • ideas presented • contexts of text
	<p><u>thorough</u> identification of how texts have similar and different text structures to reflect purpose</p>	<p><u>detailed</u> identification of how texts have similar and different text structures to reflect purpose</p>	<p>identification of how texts have similar and different text structures to reflect purpose</p>	<p><u>variable</u> identification of how texts have similar and different text structures</p>	<p><u>isolated</u> identification of text structures</p>
	<p><u>considered</u> explanation of how language features[†] including literary devices and visual features influence audiences</p>	<p><u>effective</u> explanation of how language features[†] including literary devices and visual features influence audiences</p>	<p>explanation of how language features[†] including literary devices and visual features influence audiences</p>	<p><u>description of</u> language features[†] and visual features that influence audiences</p>	<p><u>statement/s about</u> language features[†] and visual features</p>

	A	B	C	D	E
Writing and creating	purposeful creation* of written and/or multimodal texts, including literary texts, for particular purposes and audiences through: <ul style="list-style-type: none"> • development, explanation and elaboration of relevant ideas from topics or texts 	effective creation* of written and/or multimodal texts, including literary texts, for particular purposes and audiences through: <ul style="list-style-type: none"> • development, explanation and elaboration of relevant ideas from topics or texts 	creation* of written and/or multimodal texts, including literary texts, for particular purposes and audiences through: <ul style="list-style-type: none"> • development, explanation and elaboration of relevant ideas from topics or texts 	variable creation* of written and/or multimodal texts for particular purposes and audiences through: <ul style="list-style-type: none"> • development and explanation of relevant ideas from topics or texts 	creation* of written and/or multimodal texts for particular purposes and audiences through: <ul style="list-style-type: none"> • statement/s of ideas from topics or texts
	purposeful use of text structures and variation of paragraphs to organise, develop and link ideas	effective use of text structures and variation of paragraphs to organise, develop and link ideas	use of text structures and variation of paragraphs to organise, develop and link ideas	use of aspects of text structures and paragraphs to organise ideas	use of fragmented text structures and paragraphs
	purposeful use and variation of language features [†] including sentence structures, topic-specific vocabulary and literary devices and/or multimodal features	effective use and variation of language features [†] including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features	use and variation of language features [†] including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features	use of aspects of language features [†] including sentence structures, topic-specific vocabulary and/or multimodal features	isolated use of language features [†] and/or multimodal features
	proficient spelling using phonic, morphemic and grammatical knowledge.	effective spelling using phonic, morphemic and grammatical knowledge.	spelling using phonic, morphemic and grammatical knowledge.	variable spelling using phonic, morphemic and grammatical knowledge.	isolated 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.

[†] 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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