Year 7 standard elaborations — Australian Curriculum v9.0: English

ACiQ | v9.0

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.

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Year 7 Australian Curriculum: English achievement standard
By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including 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 identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning. They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or 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-7?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 7 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/or multimodal texts and interacting with others to purposefully – discuss, express and expand ideas with evidence • purposeful creation* of spoken texts including literary and/or multimodal texts including texts with different purposes and for audiences through – expression and expansion of ideas with evidence	• listening to texts including literary and/or multimodal texts and interacting with others to – discuss, express and expand ideas with evidence in an informed way • effective creation* of spoken texts including literary and/or multimodal texts including texts with different purposes and for audiences through – expression and expansion of ideas with evidence	• listening to texts including literary and/or multimodal texts and interacting with others to – discuss, express and expand ideas with evidence • creation* of spoken texts including literary and/or multimodal texts including texts with different purposes and for audiences through – expression and expansion of ideas with evidence	• listening to texts including literary and/or multimodal texts and interacting with others to variably – discuss, express and expand ideas • variable creation* of spoken texts including literary and/or multimodal texts including texts with different purposes and for audiences through – expression and expansion of ideas	• listening to texts including literary and/or multimodal texts and interacting with others to – state ideas • creation* of spoken texts including literary and/or multimodal texts including texts with different purposes and for audiences through – statement/s of ideas
	purposeful adoption of text structures to organise, develop and link ideas	effective adoption of text structures to organise, develop and link ideas	adoption of text structures to organise, develop and link ideas	adoption of aspects of text structures to organise, develop and link ideas	adoption of fragmented text structures to organise ideas
	• purposeful adoption of language features† including literary devices, and/or multimodal features • considered adoption of features of voice	• effective adoption of language features† including literary devices, and/or multimodal features • informed adoption of features of voice	• adoption of language features† including literary devices, and/or multimodal features • adoption of features of voice	• adoption of aspects of language features† including literary devices, and/or multimodal features • adoption of aspects of features of voice	• sporadic adoption of language features† including literary devices, and/or multimodal features • sporadic adoption of features of voice

	A	B	C	D	E
Reading and viewing	reading, viewing and comprehending texts created to inform, influence and/or engage audiences through considered identification of: • how ideas are portrayed • how texts are influenced by contexts • the aesthetic qualities of texts	reading, viewing and comprehending texts created to inform, influence and/or engage audiences through informed identification of: • how ideas are portrayed • how texts are influenced by contexts • the aesthetic qualities of texts	reading, viewing and comprehending texts created to inform, influence and/or engage audiences through identification of: • how ideas are portrayed • how texts are influenced by contexts • the aesthetic qualities of texts	reading, viewing and comprehending texts created to inform, influence and/or engage audiences through identification of aspects of: • how ideas are portrayed • how texts are influenced by contexts • the aesthetic qualities of texts	reading, viewing and comprehending texts created to inform, influence and/or engage audiences through sporadic identification of: • ideas • texts and their contexts • the aesthetic qualities of texts
	considered identification of how text structures shape meaning	informed identification of how text structures shape meaning	identification of how text structures shape meaning	identification of aspects of text structures	statement/s about text structures
	considered identification of how language features† including literary devices and visual features shape meaning	informed identification of how language features† including literary devices and visual features shape meaning	identification of how language features† including literary devices and visual features shape meaning	variable identification of how language features† including literary devices and visual features shape meaning	statement/s about language features† and visual features

	A	B	C	D	E
Writing and creating	purposeful creation* of written and/or multimodal texts, including literary texts, for different purposes and audiences through: • expression and expansion on ideas with evidence	effective creation* of written and/or multimodal texts, including literary texts, for different purposes and audiences through: • expression and expansion on ideas with evidence	creation* of written and/or multimodal texts, including literary texts, for different purposes and audiences through: • expression and expansion on ideas with evidence	variable creation* of written and/or multimodal texts, including literary texts, for different purposes and audiences through: • expression of ideas with evidence	creation* of written and/or multimodal texts through: • statement/s of ideas
	considered adoption of text structures to organise, develop and link ideas	effective adoption of text structures to organise, develop and link ideas	adoption of text structures to organise, develop and link ideas	adoption of aspects of text structures to organise, develop and link ideas	adoption of fragmented text structures to organise ideas
	considered adoption of language features† including literary devices, and/or multimodal features.	effective adoption of language features† including literary devices, and/or multimodal features.	adoption of language features† including literary devices, and/or multimodal features.	adoption of aspects of language features† and/or multimodal features.	sporadic adoption of language features† and/or 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.

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