

Year 8 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 8 Australian Curriculum: English achievement standard

By the end of Year 8, 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 elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.

They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary 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-8?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 8 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 literary and/or multimodal texts and interacting with others to purposefully <ul style="list-style-type: none"> discuss, express and elaborate on ideas with supporting evidence purposeful creation* of spoken texts, including literary and/or multimodal texts, for different purposes and audiences through <ul style="list-style-type: none"> expression and elaboration of ideas with supporting evidence 	<ul style="list-style-type: none"> listening to texts including literary and/or multimodal texts and interacting with others to effectively <ul style="list-style-type: none"> discuss, express and elaborate on ideas with supporting evidence effective creation* of spoken texts, including literary and/or multimodal texts, for different purposes and audiences through <ul style="list-style-type: none"> expression and elaboration of ideas with supporting evidence 	<ul style="list-style-type: none"> listening to texts including literary and/or multimodal texts and interacting with others to <ul style="list-style-type: none"> discuss, express and elaborate on ideas with supporting evidence creation* of spoken texts, including literary and/or multimodal texts, for different purposes and audiences through the <ul style="list-style-type: none"> expression and elaboration of ideas with supporting evidence 	<ul style="list-style-type: none"> listening to texts including literary and/or multimodal texts and interacting with others to variably <ul style="list-style-type: none"> discuss, express and elaborate on ideas variable creation* of spoken texts and/or multimodal texts for different purposes and audiences through <ul style="list-style-type: none"> expression of ideas and evidence 	<ul style="list-style-type: none"> listening to texts including literary and/or multimodal texts and interacting with others to <ul style="list-style-type: none"> state ideas creation* of spoken texts and/or multimodal texts for different purposes and audiences through <ul style="list-style-type: none"> statement/s of ideas
	purposeful selection and variation of text structures to organise, develop and link ideas	effective selection and variation of text structures to organise, develop and link ideas	selection and variation of text structures to organise, develop and link ideas	selection of aspects of text structures to organise ideas	use of fragmented text structures to organise ideas
	<ul style="list-style-type: none"> purposeful selection and variation of language features[†] including literary devices, and/or multimodal features considered selection and variation of features of voice 	<ul style="list-style-type: none"> effective selection and variation of language features[†] including literary devices, and/or multimodal features informed selection and variation of features of voice 	<ul style="list-style-type: none"> selection and variation of language features[†] including literary devices, and/or multimodal features selection and variation of features of voice 	<ul style="list-style-type: none"> selection of aspects of language features[†] and/or multimodal features selection of aspects of features of voice 	<ul style="list-style-type: none"> sporadic use of language features[†] and/or multimodal features sporadic use of features of voice

	A	B	C	D	E
Reading and viewing	reading, viewing and comprehending a range of texts created to inform, influence and/or engage audiences through <u>considered</u> explanation of: <ul style="list-style-type: none"> • how ideas are represented • how texts reflect or challenge contexts • the aesthetic qualities of texts 	reading, viewing and comprehending a range of texts created to inform, influence and/or engage audiences through <u>effective</u> explanation of: <ul style="list-style-type: none"> • how ideas are represented • how texts reflect or challenge contexts • the aesthetic qualities of texts 	reading, viewing and comprehending a range of texts created to inform, influence and/or engage audiences through the explanation of: <ul style="list-style-type: none"> • how ideas are represented • how texts reflect or challenge contexts • the aesthetic qualities of texts 	reading, viewing and comprehending texts created to inform, influence and/or engage audiences through <u>identification</u> of: <ul style="list-style-type: none"> • how ideas are represented • how texts reflect or challenge contexts • the aesthetic qualities of texts 	reading, viewing and comprehending a range of texts created to inform, influence and/or engage audiences through <u>statement/s about</u> : <ul style="list-style-type: none"> • ideas represented in texts • texts and their contexts • the aesthetic qualities of texts
	<u>considered</u> explanation of how text structures shape meaning	<u>effective</u> explanation of how text structures shape meaning	explanation of how text structures shape meaning	<u>description of aspects of text structures</u>	<u>identification</u> of text structures
	<u>considered</u> explanation of the effects of language features [†] including intertextual references and literary devices, and visual features	<u>effective</u> explanation of the effects of language features [†] including intertextual references and literary devices, and visual features	explanation of the effects of language features [†] including intertextual references and literary devices, and visual features	<u>variable</u> explanation of language features [†] including literary devices, and visual features	<u>statement/s about</u> language features [†] including literary devices, and visual features

	A	B	C	D	E
Writing and creating	<p>purposeful creation* of written and/or multimodal texts, including literary texts for different purposes and audiences through:</p> <ul style="list-style-type: none"> • expression and advancement of ideas with supporting evidence 	<p>effective creation* of written and/or multimodal texts, including literary texts for different purposes and audiences through:</p> <ul style="list-style-type: none"> • expression and advancement of ideas with supporting evidence 	<p>creation* of written and/or multimodal texts, including literary texts for different purposes and audiences through:</p> <ul style="list-style-type: none"> • expression and advancement of ideas with supporting evidence 	<p>variable creation* of written and/or multimodal texts, including literary texts for different purposes and audiences through:</p> <ul style="list-style-type: none"> • expression and advancement of ideas 	<p>creation* of written and/or multimodal texts for different purposes and audiences through:</p> <ul style="list-style-type: none"> • statement/s of ideas
	<p>purposeful selection and variation of text structures to organise, develop and link ideas</p>	<p>effective selection and variation of text structures to organise, develop and link ideas</p>	<p>selection and variation of text structures to organise, develop and link ideas</p>	<p>selection of aspects of text structures to organise and link ideas</p>	<p>use of fragmented text structures to organise ideas</p>
	<p>purposeful selection and variation of language features[†] including literary devices, and/or multimodal features.</p>	<p>effective selection and variation of language features[†] including literary devices, and/or multimodal features.</p>	<p>selection and variation of language features[†] including literary devices, and/or multimodal features.</p>	<p>selection of aspects of language features[†] and/or multimodal features.</p>	<p>sporadic use of language features[†] and/or multimodal features.</p>

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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