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|  | Year 6 standard elaborations — Australian Curriculum: English |

### Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five‑point scale. They can be used as a tool for:

* making consistent and comparable judgments about the evidence of learning in a folio of student’s work
* developing task-specific standards for individual assessment tasks.

### Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The achievement standard for English describes the learning expected of students at each year level. In English, the achievement standard is described in two modes — **receptive** and **productive**. The first paragraph in each describes what students are expected to understand, and the second paragraph describes what students are expected to be able to do having been taught the curriculum content. Teachers use the achievement standard during and at the end of a period of teaching to make on‑balance judgments about the quality of learning students demonstrate.

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**. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.

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| Year 6 Australian Curriculum: English achievement standard |
| **Receptive modes (listening, reading and viewing)**  By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.  Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others’ ideas.  **Productive modes (speaking, writing and creating)**  Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria. |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 English for Foundation–10*, [www.australiancurriculum.edu.au/English/Curriculum/F-10](http://www.australiancurriculum.edu.au/English/Curriculum/F-10) |

## Year 6 English standard elaborations

|  | | A | B | C | D | E |
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|  | | The folio of a student’s work has the following characteristics: | | | | |
| Receptive mode | Understanding | considered demonstration of understanding of how the use of text structures can achieve particular effects | effective demonstration of understanding of how the use of text structures can achieve particular effects | understanding of how the use of text structures can achieve particular effects | partial understanding of how the use of text structures can achieve particular effects | fragmented understanding of how the use of text structures can achieve particular effects |
| considered analysis and explanation of how language features, images and vocabulary are used by different authors to represent ideas, characters and events | effective analysis and explanation of how language features, images and vocabulary are used by different authors to represent ideas, characters and events | analysis and explanation of how language features, images and vocabulary are used by different authors to represent ideas, characters and events | partial analysis and explanation of how language features, images and vocabulary are used by different authors to represent ideas, characters and events | fragmented analysis and explanation of how language features, images and vocabulary are used by different authors to represent ideas, characters and events |
| Skills | considered comparison and analysis of information in different and complex texts, explaining literal and implied meaning | effective comparison and analysis of information in different and complex texts, explaining literal and implied meaning | comparison and analysis of information in different and complex texts, explaining literal and implied meaning | partial comparison and analysis of information in different and complex texts, explaining literal and implied meaning | fragmented comparison and analysis of information in different and complex texts, explaining literal and implied meaning |
| considered selection and use of evidence from a text to explain their response to it | effective selection and use of evidence from a text to explain their response to it | selection and use of evidence from a text to explain their response to it | partial selection and use of evidence from a text to explain their response to it | fragmented selection and use of evidence from a text to explain their response to it |
| purposeful clarification of content and challenging of others’ ideas when listening to discussions | effective clarification of content and challenging of others’ ideas when listening to discussions | clarification of content and challenging of others’ ideas when listening to discussions | partial clarification of content and challenging of others’ ideas when listening to discussions | fragmented clarification of content and challenging of others’ ideas when listening to discussions |
| Productive mode | Understanding | considered demonstration of understanding of how language features and language patterns can be used for emphasis | effective demonstration of understanding of how language features and language patterns can be used for emphasis | understanding of how language features and language patterns can be used for emphasis | partial understanding of how language features and language patterns can be used for emphasis | fragmented understanding of how language features and language patterns can be used for emphasis |
| Productive mode | Understanding | clear and effective demonstration of how specific details can be used to support a point of view | effective demonstration of how specific details can be used to support a point of view | demonstration of how specific details can be used to support a point of view | partial demonstration of how specific details can be used to support a point of view | fragmented demonstration of how specific details can be used to support a point of view |
| considered explanation of how choices of language features and images are used | detailed explanation of how choices of language features and images are used | explanation of how choices of language features and images are used | partial explanation of how choices of language features and images are used | fragmented explanation of how choices of language features and images are used |
| Skills | considered creation of detailed texts elaborating on key ideas for a range of purposes and audiences | effective creation of detailed texts elaborating on key ideas for a range of purposes and audiences | creation of detailed texts elaborating on key ideas for a range of purposes and audiences | partial creation of detailed texts elaborating on key ideas for a range of purposes and audiences | fragmented creation of detailed texts elaborating on key ideas for a range of purposes and audiences |
| making of purposeful presentations | making of effective presentations | making of presentations | making of partial presentations | making of fragmented presentations |
| active contributions to class and group discussions purposefully using a variety of strategies for effect | active contributions to class and group discussions effectively using a variety of strategies for effect | active contributions to class and group discussions using a variety of strategies for effect | active contributions to aspects of class and group discussions using a variety of strategies for effect | active contributions to elements of class and group discussions using a variety of strategies for effect |
| purposeful use of grammar and considered vocabulary choices to enhance cohesion and structure in writing | effective use of grammar and considered vocabulary choices to enhance cohesion and structure in writing | use of grammar and considered vocabulary choices to enhance cohesion and structure in writing | partial use of grammar and considered vocabulary choices to enhance cohesion and structure in writing | fragmented use of grammar and considered vocabulary choices to enhance cohesion and structure in writing |
| use of accurate spelling and purposeful punctuation for clarity | use of accurate spelling and effective punctuation for clarity | use of accurate spelling and punctuation for clarity | partial use of accurate spelling and punctuation for clarity | fragmented use of accurate spelling and punctuation for clarity |
| considered use and explanation of editorial choices based on criteria | effective use and explanation of editorial choices based on criteria | use and explanation of editorial choices based on criteria | partial use and explanation of editorial choices based on criteria | fragmented use and explanation of editorial choices based on criteria |

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| Key | shading emphasises the qualities that discriminate between A–E descriptors |

## Notes

### Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

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| Dimension | Description |
| understanding | the concepts underpinning and connecting knowledge in a learning area, related to a student’s ability to appropriately select and apply knowledge to solve problems in that learning area |
| skills | the specific techniques, strategies and processes in a learning area |

### Terms used in Year 6 English SEs

These terms clarify the descriptors in the Year 6 English SEs. They help to clarify the descriptors and should be used in conjunction with the ACARA Australian Curriculum English glossary: [www.australiancurriculum.edu.au/f-10-curriculum/english/Glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/english/Glossary).

| Term | Description |
| --- | --- |
| analysis; analyse | consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences |
| clarification; clarify | to make clear or intelligible |
| clear; clarity | easy to perceive, understand, or interpret, without ambiguity |
| comparison; compare | estimate, measure or note how things are similar or dissimilar |
| considered; consideration | thought about deliberately with a purpose |
| consistent | regular in occurrence; in agreement and not self-contradictory |
| creation; create | develop and/or produce spoken, written or multimodal texts in print or digital forms |
| demonstration | give a practical exhibition an explanation |
| description; descriptive; describe | give an account of characteristics or features |
| detailed | meticulous; including many of the parts |
| developing | demonstrates understanding of knowledge using varying levels of skills |
| directed | following the instructions of the facilitator |
| effective | meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result |
| emerging | demonstrates a basic understanding of aspects of knowledge and is beginning to use skills |
| evidence | in an English context: ideas or information obtained from texts that are used by students to achieve the purposes of imaginative, informative and persuasive texts |
| explanation; explanatory; explain | provide additional information that demonstrates understanding of reasoning and/or application |
| fragmented | disjointed, incomplete or isolated |
| guided | visual and/or verbal prompts to facilitate or support independent action |
| identification; identify | establish or indicate who or what someone or something is |
| implied meaning | suggested but not directly expressed; information and ideas in texts that have an implied meaning may be:  interpreted to identify relationships among ideas, information, facts and values; these relationships include comparisons, and cause-and-effect  combined with prior experience to extrapolate on what is in the text  analysed to judge the logic of the text to, for example, identify particular points of view represented or fallacies inherent in the text  evaluated to make judgments using criteria  synthesised with literal meaning and other types of implied meaning to respond to an idea or thesis with creative thinking |
| language features | features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language);  choices in language features and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production |
| literal meaning | taking words in their exact or most basic sense without metaphor or exaggeration; information and ideas in texts that have a literal meaning may be:  recognised or recalled  translated or changed into a different form by, for example, paraphrasing or restating |
| partial | attempted; incomplete evidence provided |
| productive modes | speaking, writing and creating |
| purposeful | intentional; focused and clearly linked to the goals of the task |
| receptive modes | listening, reading and viewing |
| represent | use words, images, symbols or signs to convey meaning |
| selection; select | choose in preference to another or others |
| text | the means for communication; forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms |
| text structure | a way in which information is organised in different types of texts (e.g. chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect);  choices in text structures and [language features](#language_features) together define a text type and shape its meaning |
| understanding; understand | to perceive what is meant, grasp an idea, and to be thoroughly familiar with |
| use of | to operate or put into effect |