Year 9 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.

Year 9 Australian Curriculum: English achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

Productive modes (speaking, writing and creating)

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Year 9 English standard elaborations

		A	**B**	**C**	**D**	**E**
		The folio of a student's work has the following characteristics:				
Receptive mode	**Understanding**	discerning analysis of the ways text structures can be manipulated for effect	effective analysis of the ways text structures can be manipulated for effect	analysis of the ways text structures can be manipulated for effect	partial analysis of the ways text structures can be manipulated for effect	fragmented analysis of the ways text structures can be manipulated for effect
		discerning analysis and explanation of how images, vocabulary choices and language features distinguish the work of individual authors	effective analysis and explanation of how images, vocabulary choices and language features distinguish the work of individual authors	analysis and explanation of how images, vocabulary choices and language features distinguish the work of individual authors	partial analysis and explanation of how images, vocabulary choices and language features distinguish the work of individual authors	fragmented analysis and explanation of how images, vocabulary choices and language features distinguish the work of individual authors
	Skills	discerning evaluation and integration of ideas and information from texts to form interpretations	effective evaluation and integration of ideas and information from texts to form interpretations	evaluation and integration of ideas and information from texts to form interpretations	partial evaluation and integration of ideas and information from texts to form interpretations	fragmented evaluation and integration of ideas and information from texts to form interpretations
		discerning analysis and explanation of how language choices and conventions are used to influence audiences by selecting evidence from the text	effective analysis and explanation of how language choices and conventions are used to influence audiences by selecting evidence from the text	analysis and explanation of how language choices and conventions are used to influence audiences by selecting evidence from the text	partial analysis and explanation of how language choices and conventions are used to influence audiences by selecting evidence from the text	fragmented analysis and explanation of how language choices and conventions are used to influence audiences by selecting evidence from the text
		listening for and detailed description of ways texts position an audience	listening for and description of ways texts position an audience	listening for ways texts position an audience	listening for and partial description of ways texts position an audience	listening for and fragmented description of ways texts position an audience

		A	B	C	D	E
		The folio of a student's work has the following characteristics:				
Productive mode	**Understanding**	<u>discerning</u> use of a variety of language features to create different levels of meaning	<u>effective</u> use of a variety of language features to create different levels of meaning	use of a variety of language features to create different levels of meaning	<u>partial</u> use of a variety of language features to create different levels of meaning	<u>fragmented</u> use of a variety of language features to create different levels of meaning
		<u>discerning</u> comparison of own responses to texts to responses of others to show how interpretations can vary	<u>effective</u> comparison of own responses to texts to responses of others to show how interpretations can vary	comparison of own responses to texts to responses of others to show how interpretations can vary	<u>partial</u> comparison of own responses to texts to responses of others to show how interpretations can vary	<u>fragmented</u> comparison of own responses to texts to responses of others to show how interpretations can vary
		<u>discerning</u> manipulation of language features and images to create innovative texts	<u>effective</u> manipulation of language features and images to create innovative texts	manipulation of language features and images to create innovative texts	<u>partial</u> manipulation of language features and images to create innovative texts	<u>fragmented</u> manipulation of language features and images to create innovative texts
	Skills	<u>discerning</u> interpretation and integration of ideas from other texts to create texts that respond to issues	<u>effective</u> interpretation and integration of ideas from other texts to create texts that respond to issues	interpretation and integration of ideas from other texts to create texts that respond to issues	<u>partial</u> interpretation and integration of ideas from other texts to create texts that respond to issues	<u>fragmented</u> interpretation and integration of ideas from other texts to create texts that respond to issues
		making of <u>purposeful</u> presentations	making of <u>effective</u> presentations	making of presentations	making of <u>partial</u> presentations	making of <u>fragmented</u> presentations
		active contributions to class and group discussions that <u>purposefully</u> compare and evaluate responses to ideas and issues	active contributions to class and group discussions that <u>effectively</u> compare and evaluate responses to ideas and issues	active contributions to class and group discussions that compare and evaluate responses to ideas and issues	active contributions to <u>aspects of</u> class and group discussions that compare and evaluate responses to ideas and issues	active contributions to <u>elements of</u> class and group discussions that compare and evaluate responses to ideas and issues
		<u>discerning</u> selection of vocabulary and grammar that contributes to the precision and persuasiveness of texts when editing for effect	<u>effective</u> selection of vocabulary and grammar that contributes to the precision and persuasiveness of texts when editing for effect	selection of vocabulary and grammar that contributes to the precision and persuasiveness of texts when editing for effect	<u>partial</u> selection of vocabulary and grammar that contributes to the precision and persuasiveness of texts when editing for effect	<u>fragmented</u> selection of vocabulary and grammar that contributes to the precision and persuasiveness of texts when editing for effect
		<u>purposeful</u> use of accurate spelling and <u>purposeful use of</u> punctuation	<u>effective</u> use of accurate spelling and <u>effective use of</u> punctuation	use of accurate spelling and punctuation	<u>partial</u> use of accurate spelling and punctuation	<u>fragmented</u> use of accurate spelling and punctuation

Key	<u>shading</u> emphasises the <u>qualities that discriminate between A–E descriptors</u>

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.

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 9 English SEs

These terms clarify the descriptors in the Year 9 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.

Term	Description
analysis; analyse	consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
appropriate	fitting; suitable to the context
aspects	particular parts or features
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
discerning	showing good judgment to make thoughtful choices
distinguish	recognise point/s of difference
effective	meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result
elements	a component or constituent part of a whole; any word, group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning
evaluate; evaluation	examine and judge the merit or significance of something
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

Term	Description
explanation; explanatory; explain	provide additional information that demonstrates understanding of reasoning and/or application
fragmented	disjointed, incomplete or isolated
identification; identify	establish or indicate who or what someone or something is
impede meaning	hinder understanding
interpret, interpretation	explaining the meaning of information or actions
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
manipulation	to handle or use with skill, to adapt or change to suit a purpose
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
relevant	applicable and pertinent
respond	to react to a person or text
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 together define a text type and shape its meaning
use of	to operate or put into effect
varied; variety	a number of different things
vary in suitability	aspects are occasionally appropriate