Rubrics – Year 6

Year 6 Rubric: Topic 1 – Community rights and responsibilities

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 3	**English:** Students view and comprehend texts created to inform audiences	actively views a video about democracy and correctly answers in detail a range of questions to demonstrate their deep understanding	actively views a video about democracy and correctly answers a range of questions to demonstrate their understanding	views a video about democracy and answers most questions accurately to show their understanding	views a video about democracy and answers some questions accurately to show their understanding	views a video about democracy and shows some understanding of its content
	HASS: Students explain democratic values and beliefs	comprehensively explains the values and beliefs that underpin Australia's democracy, including a detailed explanation of why they are important and how they protect human rights	explains in detail the key features of Australia's democracy, values and beliefs that underpin Australia's democracy, including why they are important and how they protect human rights	explains the values and beliefs that underpin Australia's democracy, including why they are important	explains some values and beliefs of Australia's democracy	with support, explains some values and beliefs of Australia's democracy
Activity 3 Activity 4	**HASS:** Students organise information from a range of secondary sources	effectively organises all information gleaned from a range of secondary sources about Australia's democracy and associated rights and responsibilities using provided graphic	effectively organises information gleaned from a range of secondary sources about Australia's democracy and associated rights and responsibilities using provided graphic	organises information about Australia's democracy from a range of secondary sources and associated rights and responsibilities using provided graphic organisers	with support, organises information about Australia's democracy and associated rights and responsibilities using provided graphic organisers	with direction, organises information about Australia's democracy and associated rights and responsibilities using provided graphic organisers

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	**The student:**	**The student:**	**The student:**	**The student:**
		organisers	organisers			
	English: Students interact with others	purposefully contributes actively to class and group discussions, showing respect for and sensitivity to other perspectives	effectively contributes actively to class and group discussions, showing respect for and considering other perspectives	contributes actively to class and group discussions, considering other perspectives	contributes to class and group discussions and listens to the views of others	with prompting, contributes to class and group discussions and listens to the views of others
Activity 7	**HPE:** Students propose strategies to demonstrate respect, empathy and inclusion	develops a reasoned and comprehensive framework for an ideal community (e.g. values and Charter) underlined by respect, empathy and inclusion and provides a detailed and considered explanation of how celebrating diversity support community wellbeing and cultural understanding	develops a comprehensive framework for an ideal community (e.g. values and Charter) underlined by respect, empathy and inclusion and provides a detailed explanation of how celebrating diversity support community wellbeing and cultural understanding	develops a framework for an ideal community (e.g. values and Charter) underlined by respect, empathy and inclusion and provides an explanation of how celebrating diversity support community wellbeing and cultural understanding	with support, develops a framework for an ideal community (e.g. values and Charter) underlined by respect, empathy and/or inclusion and provides a brief explanation of how celebrating diversity support community wellbeing and cultural understanding	with direction, develops a framework for an ideal community (e.g. values and Charter) underlined by respect, empathy and/or inclusion and provides a brief explanation of how celebrating diversity support community wellbeing and cultural understanding
	HASS: Students develop questions and locate and collect information and data from a range of secondary sources	develops relevant questions about the demographic profile of their ideal community and applies appropriate technology to locate and collect useful information from a range of secondary sources	develops questions about the demographic profile of their ideal community and applies appropriate technology to locate and collect information from a range of secondary sources	develops questions about the demographic profile of their ideal community and locates and collects information online from a range of secondary sources	with support, develops questions about the demographic profile of their ideal community and locates and collects information online from secondary sources	with direction, develops questions about the demographic profile of their ideal community and locates and collects information online from secondary sources
Activity 3 **Activity 7**	**HASS:** Students select and organise ideas and findings from sources and use a range of relevant terms and conventions, to present	presents detailed and well-written descriptions and explanations that draw and organise ideas and findings from a range of sources,	presents well-written descriptions and explanations that draw and organise ideas and findings from a range of sources, acknowledge	presents descriptions and explanations that draw and organise ideas and findings from a range of sources, acknowledge sources	with support, presents descriptions and explanations that draw and organise ideas from sources and use some subject-	with direction, presents descriptions and explanations that draw and organise ideas from sources and use some subject-

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	**The student:**	**The student:**	**The student:**	**The student:**
	descriptions and explanations	acknowledge sources where appropriate and use a range of accurate and relevant subject-appropriate terms	sources where appropriate and use accurate and relevant subject-appropriate terms	where appropriate and use subject-appropriate terms	appropriate terms	appropriate terms

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Year 6 Rubric: Topic 2 – Community support

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 2	**English:** Students interact with others	purposefully contributes actively to class and group discussions, showing respect for and sensitivity to other perspectives	effectively contributes actively to class and group discussions, showing respect for and considering other perspectives	contributes actively to class and group discussions, considering other perspectives	contributes to class and group discussions and listens to the views of others	with prompting, contributes to class and group discussions and listens to the views of others
	HASS: Students propose actions or responses and use criteria to assess the possible effects	proposes well-considered and realistic actions they could take to contribute to the community and uses ethical principles as criteria to assess the possible effects	proposes realistic actions they could take to contribute to the common good and uses ethical principles to assess the possible effects	proposes actions they could take to contribute to the common good and uses ethical principles to assess the possible effects	proposes some simple actions they could take to contribute to the common good	proposes some simple actions they could take to contribute to the common good
Activity 3	**HASS:** Students explain the responsibilities of Australia's levels of government*	correctly identifies, and through discussion, provides a thorough explanation of the responsibilities of Australia's levels of government	correctly identifies, and through discussion, provides a clear explanation of the responsibilities of Australia's levels of government	identifies, and through discussion, provides a broad explanation of the responsibilities of Australia's levels of government	identifies some of the responsibilities of Australia's levels of government, and through discussion, provides a simple explanation of these	with support, identifies, and through discussion, provides a broad explanation of the responsibilities of Australia's levels of government
Activity 5 **Activity 6**	**HASS:** Students explain responsibilities of Australia's government and democratic beliefs	identifies the full range of public goods and services in their community and provides an insightful explanation of the how these resources support community wellbeing (belief of 'Common Good')	Identifies a range of public goods and services in their community and provides a detailed explanation of how these resources support community wellbeing	identifies public goods and services in their community and explains how these resources support community wellbeing	with support, identifies public goods and services in their community and provides a simple explanation of how these resources support community wellbeing	with direction, identifies public goods and services in their community and provides a simple explanation of how these resources support community wellbeing

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
	HASS: Students locate and organise information and data from primary sources	uses primary sources (a map of the local area) to locate and record the full range of public and private goods and services in their local area	uses primary sources (a map of the local area) to locate and record a range of public and private goods and services in their local area	uses primary sources (a map of the local area) to locate and record public and private goods and services in their local area	with support, uses primary sources (a map of the local area) to locate and record public and private goods and services in their local area	with direction, uses primary sources (a map of the local area) to locate and record public and private goods and services in their local area
	HPE: Students analyse information to refine strategies to enhance their own and others' health and wellbeing	analyses a map of the local area to identify the full range of public goods and services that support physical activity and connecting to the environment and provides an insightful explanation of the connection between these resources and community health and wellbeing	analyses a map of the local area to identify a range of public goods and services that support physical activity and connecting to the environment and provides a detailed explanation of the connection between these resources and community health and wellbeing	analyses a map of the local area to identify a public goods and services that support physical activity and connecting to the environment and explains the connection between these resources and community health and wellbeing	with support, analyses a map of the local area to identify a public goods and services that support physical activity and connecting to the environment and explains the connection between these resources and community health and wellbeing	with direction, analyses a map of the local area to identify a public goods and services that support physical activity and connecting to the environment and explains the connection between these resources and community health and wellbeing

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Year 6 Rubric: Topic 3 – Collecting tax fairly

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 2	**Mathematics:** Students order common fractions,	fluently and correctly orders and represents fractions on a number line	correctly orders and represents fractions with the same or related denominator on a number line	orders and represents fractions with the same or related denominator on a number line	with support, orders and represents fractions with the same or related denominator on a number line	with direction, orders and represents fractions with the same or related denominator on a number line
Activity 3	**Mathematics:** Students use mathematical modelling to solve financial problems involving percentages and rational numbers, formulating and solving the problem, and justifying choices	models the problem of making tax contributions fairer by formulating and solving the problem with fluency, and evaluating and justifying their solution in relation to whether it resulted in fair outcomes	models the problem of making tax contributions fairer by effectively formulating and solving the problem, interpreting and justifying their choices in relation to whether it resulted in fair outcomes	models the problem of making tax contributions fairer by formulating and solving the problem, and justifying their choices	with support, models the problem of making tax contributions fairer by formulating and solving the problem, choosing arithmetic operations and justifying their choice	models the problem of making tax contributions fairer by formulating and solving the problem, choosing arithmetic operations and justifying their choice
Activity 4	**Mathematics:** Students solve problems involving finding a fraction, decimal or percentage of a quantity	fluently and efficiently solves problems involving finding a percentage of a quality, including using and explaining efficient mental strategies	efficiently solves problems involving finding a percentage of a quality, including using efficient mental strategies	solves problems involving finding a percentage of a quality and uses mental strategies to solve problems	with support, solves problems involving finding a percentage of a quality and uses mental strategies to solve problems	with direction, solves problems involving finding a percentage of a quality and uses mental strategies to solve problems
Activity 5	**HASS:** Students evaluate evidence to draw conclusions and propose actions or responses and use criteria to assess the possible effects	uses the criterion of fairness to propose discriminating and appropriate tax models for different items in a hypothetical situation and effectively justifies these choices with evidence	uses the criterion of fairness to propose appropriate tax models for different items in a hypothetical situation and justifies these choices with evidence	uses the criterion of fairness to propose tax models for different items in a hypothetical situation and justifies these choices	with support, uses the criterion of fairness to propose tax models for different items in a hypothetical situation and partially justifies these choices	with direction, uses the criterion of fairness to propose tax models for different items in a hypothetical situation and provides fragmented justifications for these choices

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Year 6 Rubric: Topic 4 – Responsible government spending

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 3	**Mathematics:** Students compare distributions of discrete and ordinal categorical data sets as part of their statistical investigations, using digital tools	uses a range of appropriate digital tools to represent discrete data sets (number of people in each income category and/or total wealth of each), and ordinal categorical data sets (income levels) and compares and discusses the spread and shape of each data set, such as those grouped by gender	uses appropriate digital tools to represent discrete data sets (number of people in each income category and/or total wealth of each), and ordinal categorical data sets (income levels) and compares and discusses the spread of each data set, such as those grouped by gender	uses digital tools to represent discrete data sets (number of people in each income category and/or total wealth of each), and ordinal categorical data sets (income levels) and compares the spread of each data set, such as those grouped by gender	represents provided data for ordinal categorical (income levels) and discrete numerical variables (number of people in each income category), using digital tools and talks about the shape of distributions	with support, represents provided data for ordinal categorical (income levels) and discrete numerical variables (number of people in each income category), using digital tools and talks about the shape of distributions
	HASS: Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships and evaluate evidence to draw conclusions	evaluates a range of data formats to effectively explain patterns of distribution (wealth), and to infer relationships (gender and wealth), and evaluates this evidence to draw highly appropriate conclusions, such as the effect of gender on wealth distribution	evaluates a range of data formats to effectively identify and describe patterns of distribution (wealth), and to infer relationships (gender and wealth), and evaluates this evidence to draw appropriate conclusions, such as the effect of gender on wealth distribution	evaluates a range of data formats to identify and describe patterns of distribution (wealth), and to infer relationships (gender and wealth), and evaluates this evidence to draw conclusions, such as the effect of gender on wealth distribution	with support, evaluates data to identify and describe patterns of distribution (wealth), and to infer relationships (gender and wealth), and evaluates this evidence to draw conclusions, such as the effect of gender on wealth distribution	with direction to identify and describe patterns of distribution (wealth), and to infer relationships (gender and wealth), and evaluates this evidence to draw conclusions, such as the effect of gender on wealth distribution
Activity 5 (Part 4)	**HASS:** Students locate, collect and organise information and data from primary sources	locates, collects and organises relevant data and information from a range of reliable primary (e.g. maps) and secondary sources	locates, collects and organises relevant data and information from a range of primary (e.g. maps) and secondary sources to decide how	locates, collects and organises data and information from primary (e.g. maps) and secondary sources to decide how the	locates and collects and organises data and information from a few sources to decide how the spaces and places in communities can be	with support, locates and collects data and information to decide how the spaces and places in communities can be designed to

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	**The student:**	**The student:**	**The student:**	**The student:**
		to decide how the spaces and places in communities can be designed to promote community safety, health and wellbeing	the spaces and places in communities can be designed to promote community safety, health and wellbeing	spaces and places in communities can be designed to promote community safety, health and wellbeing	designed to promote community safety, health and wellbeing	promote community safety, health and wellbeing
	HASS: Students propose actions or responses and use criteria to assess the possible effects	effectively applies criteria (health, safety, wellbeing) to decide the goods and services that will be provided in their ideal community and explains how these services will contribute to health and wellbeing and support happiness	applies criteria (health, safety, wellbeing) to propose the goods and services that will be provided in their ideal community and describes in detail how these services will contribute to health and wellbeing and support happiness	considers criteria (health, safety, wellbeing) when proposing the goods and services that will be provided in their ideal community and describes how these services will contribute to health and wellbeing and support happiness	with support, considers criteria (health, safety, wellbeing) when proposing the goods and services that will be provided in their ideal community and identifies how these services will contribute to health and wellbeing and support happiness	with direction, considers criteria (health, safety, wellbeing) when proposing the goods and services that will be provided in their ideal community and identifies how these services will contribute to health and wellbeing and support happiness
	HPE: Students analyse information to refine strategies to enhance their own and others' health, safety, and wellbeing	analyses information to thoroughly identify features in their proposed community that will promote health, safety and wellbeing and provides a detailed explanation of the significance of physical activity to health, wellbeing and happiness	analyses information to identify a range of features in their proposed community that will promote health, safety and wellbeing and explains the significance of physical activity to health, wellbeing and happiness	analyses information to identify features in their proposed community that will promote health, safety and wellbeing and describes the significance of physical activity to activity to health, wellbeing and happiness	analyses information to identify some features in their proposed community will promote health, safety and wellbeing and describes how physical activity supports health, wellbeing and happiness	with direction, analyses information to identify some features in their proposed community will promote health, safety and wellbeing and describes with limited detail how physical activity supports health, wellbeing and happiness
	HPE: Students propose strategies to promote physical activity participation that enhance health, fitness and wellbeing	explains how physical activity contributes to health and wellbeing and proposes a plan for their ideal community that includes a range of	describes how physical activity contributes to health and wellbeing and proposes a plan for their ideal community that includes a range of	identifies how physical activity contributes to health and wellbeing and proposes a plan for their ideal community that includes facilities and	with support, identifies how physical activity contributes to health and wellbeing and proposes a plan for their ideal community that includes facilities	with direction, identifies how physical activity contributes to health and wellbeing and proposes a plan for their ideal community that includes facilities

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	**The student:**	**The student:**	**The student:**	**The student:**
		facilities and initiatives to promote physical activity	facilities and initiatives to promote physical activity	initiatives to promote physical activity	and initiatives to promote physical activity	and initiatives to promote physical activity
	Mathematics: Students use mathematical modelling to solve financial problems involving percentages, formulating and solving the problem, and justifying choices	efficiently and effectively models financial situations involving percentages and justifies choices by: • developing a justified ranking of needs • creating a budget to fund their ideal community • using digital tools to tabulate, calculate and represent data	efficiently models financial situations involving percentages and justifies choices by: • developing a justified ranking of needs • creating a budget to fund their ideal community • using digital tools to tabulate, calculate and represent data	models financial situations involving percentages and justifies choices by: • developing a justified ranking of needs • creating a budget to fund their ideal community • using digital tools to tabulate, calculate and represent data	with support, models financial situations involving percentages and justifies choices by: • developing a justified ranking of needs • creating a budget to fund their ideal community • using digital tools to tabulate, calculate and represent data	with guidance, models financial situations involving percentages and justifies choices by: • developing a justified ranking of needs • creating a budget to fund their ideal community • using digital tools to tabulate, calculate and represent data
Activity 5 (Part 6)	**Mathematics:** Students locate an ordered pair in any one of the 4 quadrants on the Cartesian plane	fluently locates landmarks using ordered pairs in all 4 quadrants on the Cartesian plane	fluently locates landmarks using ordered pairs any one of the 4 quadrants on the Cartesian plane	locates landmarks using ordered pairs any one of the 4 quadrants on the Cartesian plane	with support, locates landmarks using ordered pairs any one of the 4 quadrants on the Cartesian plane	with direction, locates landmarks using ordered pairs any one of the 4 quadrants on the Cartesian plane
	Mathematics: Students use integers to represent points in the Cartesian plane	uses horizontal and vertical negative and positive number lines to represent and find solutions to everyday problems involving locating integers such as by distinguishing location by referencing to all quadrants of the Cartesian plane	uses horizontal and vertical negative and positive number lines to represent and find solutions to everyday problems involving locating integers such as by distinguishing location by referencing to one quadrants of the Cartesian plane	uses horizontal and vertical number lines to represent and find solutions to everyday problems involving locating integers such as by distinguishing location by referencing to one quadrants of the Cartesian plane	with support, uses integers to represent points on the Cartesian plane	with direction, uses integers to represent points on the Cartesian plane

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 5 (Part 4 and 6)	**HASS:** Students select and organise ideas and findings from sources and use a range of relevant terms and conventions, to present descriptions and explanations	presents detailed and well-written descriptions and explanations that draw and organise ideas and findings from a range of sources, acknowledge sources where appropriate and use a range of accurate and relevant subject-appropriate terms	presents well-written descriptions and explanations that draw and organise ideas and findings from a range of sources, acknowledge sources where appropriate and use a range of accurate and relevant subject-appropriate terms	presents descriptions and explanations that draw and organise ideas and findings from a range of sources, acknowledge sources where appropriate and use a range of subject-appropriate terms	with support, presents descriptions and explanations that draw and organise ideas from sources and use some subject-appropriate terms	with direction, presents descriptions and explanations that draw and organise ideas from sources and use some subject-appropriate terms

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Year 6 Rubric: Topic 5 – Saving and superannuation

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	**The student:**	**The student:**	**The student:**	**The student:**
Activity 2	**HASS:** Students explain strategies for informed financial choices	demonstrates a deep understanding of budgeting as a strategy for saving and clearly explains the full range of options for ensuring savings goals are met, including increasing income, reducing expenses or both	demonstrates an understanding of budgeting as a strategy for saving and clearly explains at least one option for ensuring financial goals are met	demonstrates an understanding of budgeting as a strategy for saving and explains at least one option for ensuring financial goals are met	with support, develops a budget and sets a savings goal and explains at least one option for ensuring financial goals are met	with direction, develops a budget and sets a savings goal and explains at least one option for ensuring financial goals are met
Activity 4	**Mathematics:** Students solve problems involving finding a fraction, decimal or percentage of a quantity	fluently and efficiently solves problems involving finding a percentage of a quality, including using a calculator	efficiently solves problems involving finding a percentage of a quality, including using a calculator	solves problems involving finding a percentage of a quality and uses mental strategies to solve problems including using a calculator	with support, solves problems involving finding a percentage of a quality and uses mental strategies to solve problems	with direction, solves problems involving finding a percentage of a quality and uses mental strategies to solve problems
	Mathematics: Students use mathematical modelling to solve financial and other practical problems involving percentages and rational numbers, formulating and solving the problem, and justifying choices	efficiently and effectively uses mathematical modelling to solve financial problems involving percentages and rational numbers, formulating and solving the problem and justifying choices and the solution	efficiently and effectively uses mathematical modelling to solve financial problems involving percentages and rational numbers, formulating and solving the problem and justifying choices and the solution	uses mathematical modelling to solve financial problems involving percentages and rational numbers, formulating and solving the problem and justifying choices	with support, uses mathematical modelling to solve financial problems involving percentages and rational numbers, formulating and solving the problem	with guidance, uses mathematical modelling to solve financial problems involving percentages and rational numbers, formulating and solving the problem
Activity 5	**English:** Students view and comprehend texts created to inform, influence and/or engage audiences	actively views an animation about taxation and superannuation and correctly answers in detail a range of questions to	actively views animation about taxation and superannuation and correctly answers a range of questions to demonstrate their	views an animation about taxation and superannuation answers most questions accurately to show their understanding	views a video an animation about taxation and superannuation and answers some questions accurately to show their	views a video an animation about taxation and superannuation and shows some understanding of its content

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	**The student:**	**The student:**	**The student:**	**The student:**
		demonstrate their deep understanding	understanding		understanding	
Activity 6	**HASS:** Students explain strategies for informed financial choices	provides a clear and detailed explanation of why being informed is an important strategy for making financial decisions such as superannuation	provides a clear explanation of why being informed is an important strategy for making financial decisions such as superannuation	explains why being informed is an important strategy for making financial decisions such as superannuation	with support, explains why being informed is an important strategy for making financial decisions such as superannuation	with direction, explains why being informed is an important strategy for making financial decisions such as superannuation
	English: Students explain how language features including literary devices influence audiences*	in class discussions, students identify the full range of popular literary devices (slogans) in a persuasive text and effectively explain in detail how they influence audiences	in class discussions, students identify a range of popular literary devices (slogans) in a persuasive text and explain in detail how they influence audiences	in class discussions, students identify popular literary devices (slogans) in persuasive texts and explain how they influence audiences	with support, students identify popular literary devices (slogans) in persuasive texts and explain how they influence audiences	with direction, identify popular literary devices (slogans) in persuasive texts and explain how they influence audiences
	English: Students listen to and create spoken texts	actively listens to a superannuation rap and collaboratively creates a highly effective jingle that promotes the importance of superannuation to members of the proposed ideal community	actively listens to a superannuation rap and collaboratively creates a highly effective jingle that promotes the importance of superannuation to members of the proposed ideal community	listens to a superannuation rap and collaboratively creates a jingle that promotes the importance of superannuation to members of the proposed ideal community	listens to a superannuation rap and with support, contributes to the creation of a jingle that promotes the importance of superannuation to members of the proposed ideal community	listens to a superannuation rap and with considerable support, contributes to the creation of a jingle that promotes the importance of superannuation to members of the proposed ideal community
Activity 7	**English:** Students use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice	effectively makes engaging presentations using language features including: • specific vocabulary • literary devices	effectively makes presentations using language features including: • specific vocabulary • literary devices • features of voice	makes presentations using language features including: • specific vocabulary • literary devices • features of voice	makes presentations using one or two of the following language features: • specific vocabulary • literary devices • features of voice	makes presentations using one or two of the following: language features: • specific vocabulary • literary devices features of voice

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
		• features of voice				

Year 6 Rubric: Topic 6– Our ideal community

Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	The student:	The student:	The student:	The student:
Activity 3	**English:** Students create written and/or multimodal texts for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts	creates a highly effective written pitch designed to persuade an audience to fund the development of their ideal community that develops, explains and elaborates on relevant ideas with supporting details	creates an effective written pitch designed to persuade an audience to fund the development of their ideal community that develops, explains and elaborates on relevant ideas with supporting details	creates a pitch designed to persuade an audience to fund development of their ideal community that develops, explains and elaborates on relevant ideas with supporting details	creates a pitch using some persuasive techniques	with support, creates a pitch using limited persuasive techniques
	English: Students use text structures and vary paragraphs to organise, develop and link ideas	uses text structures and varies paragraphs to purposefully and effectively organise, develop and link ideas	uses text structures and varies paragraphs to effectively organise, develop and link ideas	uses text structures and varies paragraphs to organise, develop and link ideas	with support, uses text structures and varies paragraphs to purposefully and effectively organise, develop and link ideas	with direction, uses text structures and varies paragraphs to purposefully and effectively organise, develop and link ideas
	English: Students use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features	judiciously selects, uses and varies the following language features for effect: • sentence structures • topic-specific vocabulary • literary devices • multimodal features	selects, uses and varies appropriate language features for effect, including: • sentence structures • topic-specific vocabulary • literary devices • multimodal features	selects, uses and varies language features including: • sentence structures • topic-specific vocabulary • literary devices • multimodal features	with support, uses and varies some of the following language features: • sentence structures • topic-specific vocabulary • literary devices • multimodal features	with considerable support, uses and varies some of the following language features: • sentence structures • topic-specific vocabulary • literary devices • multimodal features
	English: Students spell using phonic, morphemic and grammatical	consistently and accurately spells words using morphemic and grammatical knowledge	accurately spells words using morphemic and grammatical knowledge	spells words using morphemic and grammatical knowledge	with support, spells words using morphemic and grammatical knowledge	with direction, spells words using morphemic and grammatical knowledge

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	**The student:**	**The student:**	**The student:**	**The student:**
	knowledge					
	English: Students interact others, and create spoken and/or multimodal texts*	effectively makes engaging multimodal presentations and thoroughly answers questions from the audience to clarify or expand meaning	effectively makes multimodal presentations and appropriately answers questions from the audience to clarify or expand meaning	makes multimodal or spoken presentations and answers questions from the audience	makes presentations and with prompting, answers questions from the audience	make presentations and with considerable prompting, answers questions from the audience
	English: For particular purposes and audiences, students share, develop, explain and elaborate on ideas from topics or texts*	in their presentation, effectively shares and purposefully develops, explains and elaborates on ideas using highly relevant supporting details	in their presentation, effectively shares develops, explains and elaborates on ideas using relevant supporting details	in their presentation, shares, develops, explains and elaborates on ideas using supporting details	with support, shares, develops, explains and elaborates on ideas using some supporting details	with direction, shares, develops, explains and elaborates on ideas using a few supporting details
Activity 4	**English:** Students use and vary different text structures to organise, develop and link ideas*	effectively and purposefully uses and varies a range of different text structures (persuasive, explanation, discussion, informative) in their presentations to develop and link ideas	effectively uses and varies a range of different text structures (persuasive, explanation, discussion, informative) in their presentations to develop and link ideas	uses and varies different text structures to organise, develop and link ideas	with support, uses and varies different text structures to organise, develop and link ideas	with direction, uses and varies different text structures to organise, develop and link ideas
	English: Students use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice*	effectively makes engaging presentations using and varying language features including: • specific vocabulary • literary devices • multimodal features	effectively makes presentations using and varying language features including: • specific vocabulary • literary devices • multimodal features	makes presentations using and varying language features including: • specific vocabulary • literary devices and/or • multimodal features	makes presentations using and varying one or two of the following language features: • specific vocabulary • literary devices • multimodal features • features of voice	makes presentations using and varying one or two of the following: language features: specific vocabulary literary devices multimodal features features of voice

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Assessable activities	Achievement Standard	A	B	C	D	E
		The student:	**The student:**	**The student:**	**The student:**	**The student:**
		• features of voice	• features of voice	• features of voice		
Activity 3 **Activity 4**	**HASS:** Students select and organise ideas and findings from sources and use a range of relevant terms and conventions, to present descriptions and explanations*	purposefully and effectively presents their detailed ideas and findings gleaned and organised from sources using a range of sophisticated discipline-specific terms (e.g. financial, taxation types, income redistribution, democratic values governance, ethnicity) and appropriate conventions	effectively presents their ideas and findings gleaned and organised from sources using a range of appropriate discipline-specific terms and conventions	presents their ideas and findings gleaned and organised from sources using a range of discipline-specific terms and conventions	unevenly communicates their ideas and findings using discipline-specific terms and conventions	with support, unevenly communicates their ideas and findings using some discipline-specific terms and conventions

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