

Years 5–6 standard elaborations — Australian Curriculum v9.0: Spanish

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 Spanish describes what students are expected to know and be able to do at the end of each year/band. 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.



Years 5–6 Australian Curriculum: Spanish achievement standard

By the end of Year 6, students initiate and use strategies to maintain interactions in Spanish language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Spanish or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules of pronunciation and intonation in spoken Spanish. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Spanish. They compare language structures and features in Spanish and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Spanish for Foundation–10*
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/spanish-f-10-sequence/year-5?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>

Years 5–6 Spanish standard elaborations

| | A | B | C | D | E |
|--|--|---|--|--|--|
| The folio of student work contains evidence of the following: | | | | | |
| Communicating meaning in Spanish | initiation and purposeful use of strategies to maintain interactions in Spanish language related to their immediate environment | initiation and effective use of strategies to maintain interactions in Spanish language related to their immediate environment | initiation and use of strategies to maintain interactions in Spanish language related to their immediate environment | variable use of strategies to interact in Spanish language | isolated interactions in Spanish language |
| | purposeful use of appropriate sound combinations, intonation and rhythm in spoken texts | effective use of appropriate sound combinations, intonation and rhythm in spoken texts | use of appropriate sound combinations, intonation and rhythm in spoken texts | variable use of sound combinations, intonation and rhythm in spoken texts | isolated use of sound combinations, intonation or rhythm in spoken texts |

| A | B | C | D | E |
|---|--|---|---|--|
| collaboration in spoken and written activities that involve the language of planning and problem-solving to <u>purposefully</u> share information, ideas and preferences | collaboration in spoken and written activities that involve the language of planning and problem-solving to <u>effectively</u> share information, ideas and preferences | collaboration in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences | collaboration in spoken <u>or</u> written activities that involve the language of planning <u>or</u> problem-solving to <u>partially</u> share information, ideas <u>or</u> preferences | <u>statements about</u> information, ideas or preferences in spoken or written activities |
| <ul style="list-style-type: none"> • use of strategies to locate and make <u>considered</u> interpretations of information and ideas in texts • demonstration of understanding by <u>purposefully</u> responding in Spanish or English, adjusting their response to context, purpose and audience | <ul style="list-style-type: none"> • use of strategies to locate and make <u>informed</u> interpretations of information and ideas in texts • demonstration of understanding by <u>effectively</u> responding in Spanish or English, adjusting their response to context, purpose and audience | <ul style="list-style-type: none"> • use of strategies to locate and interpret information and ideas in texts • demonstration of understanding by responding in Spanish or English, adjusting their response to context, purpose and audience | <ul style="list-style-type: none"> • <u>variable</u> interpretations of information in texts • <u>partial</u> response in Spanish or English | <u>isolated</u> response in Spanish or English |
| <u>purposeful</u> creation of texts, selecting and using a variety of vocabulary and sentence structures to suit context | <u>effective</u> creation of texts, selecting and using a variety of vocabulary and sentence structures to suit context | creation of texts, selecting and using a variety of vocabulary and sentence structures to suit context | <u>variable</u> creation of texts, using vocabulary and sentence structures | <u>isolated</u> creation of texts |
| <ul style="list-style-type: none"> • <u>purposeful</u> sequencing of information and ideas • <u>purposeful</u> use of conventions appropriate to text type | <ul style="list-style-type: none"> • <u>effective</u> sequencing of information and ideas • <u>effective</u> use of conventions appropriate to text type | <ul style="list-style-type: none"> • sequencing of information and ideas • use of conventions appropriate to text type | <ul style="list-style-type: none"> • <u>variable</u> sequencing of information and ideas • <u>variable</u> use of conventions appropriate to text type | <ul style="list-style-type: none"> • <u>isolated</u> sequencing of information <u>or</u> ideas • <u>isolated</u> use of conventions appropriate to text type |

| | A | B | C | D | E |
|------------------------------------|--|--|--|---|---|
| Understanding language and culture | thorough application of rules for pronunciation and intonation in spoken Spanish | informed application of rules for pronunciation and intonation in spoken Spanish | application of rules for pronunciation and intonation in spoken Spanish | variable application of rules for pronunciation or intonation in spoken Spanish | isolated use of rules for pronunciation or intonation in spoken Spanish |
| | thorough application of conventions for spelling and punctuation, and modelled structures, when creating and responding in Spanish | informed application of conventions for spelling and punctuation, and modelled structures, when creating and responding in Spanish | application of conventions for spelling and punctuation, and modelled structures, when creating and responding in Spanish | variable application of conventions for spelling and punctuation, and modelled structures, when creating and responding in Spanish | isolated use of conventions for spelling or punctuation, or modelled structures, when creating and responding in Spanish |
| | thorough comparison of language structures and features in Spanish and English, using some metalanguage | informed comparison of language structures and features in Spanish and English, using some metalanguage | comparison of language structures and features in Spanish and English, using some metalanguage | partial comparison of language structures and features in Spanish and English | statement/s about language structures or features in Spanish or English |
| | understanding of how some language reflects cultural practices and thorough consideration of how this is reflected in their own language(s), culture(s) and identity. | understanding of how some language reflects cultural practices and informed consideration of how this is reflected in their own language(s), culture(s) and identity. | understanding of how some language reflects cultural practices and consideration of how this is reflected in their own language(s), culture(s) and identity. | partial understanding of how some language reflects cultural practices. | statement/s about language and culture. |

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



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