

Years 7–8 (P–10 sequence) 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 7–8 (P–10 sequence) Australian Curriculum: Spanish achievement standard

By the end of Year 8, students initiate and maintain interactions in Spanish language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Spanish to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.

Students apply the conventions of spoken Spanish to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Spanish text, using metalanguage. They reflect on how the Spanish language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Spanish for P–10*

<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/spanish-f-10-sequence/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>

Years 7–8 (P–10 sequence) Spanish standard elaborations

| | A | B | C | D | E |
|--|--|---|--|--|--|
| The folio of student work contains evidence of the following: | | | | | |
| Communicating meaning in Spanish | purposeful use of Spanish language to initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences | effective use of Spanish language to initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences | use of Spanish language to initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences | variable use of Spanish language to initiate and participate in interactions in familiar contexts | isolated use of Spanish language to initiate or participate in interactions |
| | purposeful use of Spanish to collaborate, problem-solve and adjust their language in response to others | effective use of Spanish to collaborate, problem-solve and adjust their language in response to others | use of Spanish to collaborate, problem-solve and adjust their language in response to others | variable use of Spanish to collaborate, problem-solve and adjust their language in response to others | isolated use of Spanish to collaborate, problem-solve or adjust their language in response to others |
| | considered interpretation of information, ideas and opinions in texts | informed interpretation of information, ideas and opinions in texts | interpretation of information, ideas and opinions in texts | variable interpretation of information, ideas and opinions in texts | statement/s about information, ideas or opinions in texts |

| | A | B | C | D | E |
|------------------------------------|---|--|---|--|--|
| | demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by purposefully adjusting and reorganising responses | demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by effectively adjusting and reorganising responses | demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses | partial demonstration of understanding of similarities and differences between languages, in familiar or unfamiliar cultural contexts | isolated demonstration of understanding of similarities or differences between languages |
| | considered selection and use of vocabulary, sentence structures and expressions to create texts | effective selection and use of vocabulary, sentence structures and expressions to create texts | selection and use of vocabulary, sentence structures and expressions to create texts | variable selection and use of vocabulary, sentence structures and expressions to create texts | isolated use of vocabulary, sentence structures or expressions |
| Understanding language and culture | thorough application of the conventions of spoken Spanish to develop fluency | informed application of the conventions of spoken Spanish to develop fluency | application of the conventions of spoken Spanish to develop fluency | variable application of the conventions of spoken Spanish to develop fluency | isolated use of the conventions of spoken Spanish |
| | considered demonstration of understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning | informed demonstration of understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning | demonstration of understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning | variable demonstration of understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning | isolated demonstration of understanding that spoken, written or multimodal texts use language conventions, structures or features to convey meaning |
| | thorough commentary on structures and features of Spanish text, using metalanguage | informed commentary on structures and features of Spanish text, using metalanguage | commentary on structures and features of Spanish text, using metalanguage | variable commentary on structures and features of Spanish text | statement/s about structures or features of Spanish text |
| | reflection on how the Spanish language, culture and identity are interconnected and thorough comparison of this with their own language(s), culture(s) and identity. | reflection on how the Spanish language, culture and identity are interconnected and informed comparison of this with their own language(s), culture(s) and identity. | reflection on how the Spanish language, culture and identity are interconnected and comparison of this with their own language(s), culture(s) and identity. | reflection on how the Spanish language, culture and identity are interconnected and partial comparison of this with their own language(s), culture(s) or identity. | statement/s about language, culture or identity. |

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



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