

Years 9–10 (7–10 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 9–10 (7–10 sequence) Australian Curriculum: Spanish achievement standard

By the end of Year 10, students initiate and sustain Spanish language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Spanish or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Spanish to create texts.

Students apply features and conventions of spoken Spanish to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Spanish, to discuss how this learning influences their ideas and ways of communicating.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Spanish for 7–10*

<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/spanish-7-10-sequence/year-9?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 9–10 (7–10 sequence) Spanish standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Communicating meaning in Spanish	<u>purposeful</u> use of Spanish language to initiate and sustain exchanges and compare ideas and experiences about their own and others' personal world	<u>effective</u> use of Spanish language to initiate and sustain exchanges and compare ideas and experiences about their own and others' personal world	use of Spanish language to initiate and sustain exchanges and compare ideas and experiences about their own and others' personal world	<u>variable</u> use of Spanish language to initiate and sustain exchanges and compare ideas and experiences about their own and others' personal world	<u>isolated</u> use of Spanish language to exchange ideas <u>or</u> experiences
	<u>purposeful</u> communication using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events	<u>effective</u> communication using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events	communication using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events	<u>variable</u> use of non-verbal, spoken and written language to collaborate, plan and reflect on activities and events	<u>isolated</u> use of non-verbal, spoken <u>or</u> written language to collaborate, plan <u>or</u> reflect on activities <u>or</u> events

	A	B	C	D	E
	demonstration of understanding of different perspectives and considered interpretation and analysis of information and ideas in texts	demonstration of understanding of different perspectives and informed interpretation and analysis of information and ideas in texts	demonstration of understanding of different perspectives and interpretation and analysis of information and ideas in texts	variable interpretation and analysis of information and ideas in texts	statement/s about information or ideas in texts
	<ul style="list-style-type: none"> • considered synthesis of information and response in Spanish or English • purposeful adjustment of language to convey meaning and to suit context, purpose and audience 	<ul style="list-style-type: none"> • informed synthesis of information and response in Spanish or English • effective adjustment of language to convey meaning and to suit context, purpose and audience 	<ul style="list-style-type: none"> • synthesis of information and response in Spanish or English • adjustment of language to convey meaning and to suit context, purpose and audience 	<ul style="list-style-type: none"> • partial synthesis of information and response in Spanish or English • variable adjustment of language to convey meaning and to suit context, purpose and audience 	statement/s of information in Spanish or English
	purposeful use of structures and features of spoken and written Spanish to create texts	effective use of structures and features of spoken and written Spanish to create texts	use of structures and features of spoken and written Spanish to create texts	variable use of structures and features of spoken and written Spanish to create texts	isolated use of structures or features of spoken or written Spanish to create texts
Understanding language and culture	thorough application of features and conventions of spoken Spanish to enhance fluency	informed application of features and conventions of spoken Spanish to enhance fluency	application of features and conventions of spoken Spanish to enhance fluency	variable application of features and conventions of spoken Spanish to enhance fluency	isolated use of features of spoken Spanish
	considered selection and application of knowledge of language conventions, structures and features to interact, make meaning and create texts	effective selection and application of knowledge of language conventions, structures and features to interact, make meaning and create texts	selection and application of knowledge of language conventions, structures and features to interact, make meaning and create texts	variable selection and application of knowledge of language conventions, structures and features to interact, make meaning and create texts	isolated use of language conventions, structures or features to create texts

	A	B	C	D	E
	thorough support of discussion of structures and features of texts, using metalanguage	informed support of discussion of structures and features of texts, using metalanguage	support of discussion of structures and features of texts, using metalanguage	variable support of discussion of structures and features of texts	statement/s about structures or features of texts
	reflection on their own language use and cultural identity, and drawing on their experience of learning Spanish, to thoroughly discuss how this learning influences their ideas and ways of communicating.	reflection on their own language use and cultural identity, and drawing on their experience of learning Spanish, to effectively discuss how this learning influences their ideas and ways of communicating.	reflection on their own language use and cultural identity, and drawing on their experience of learning Spanish, to discuss how this learning influences their ideas and ways of communicating.	reflection on their own language use or cultural identity, and drawing on their experience of learning Spanish, to partially discuss how this learning influences their ideas or ways of communicating.	statement/s about their own language use, cultural identity or experience of learning Spanish.

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

 © State of Queensland (QCAA) 2023

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. | **Attribution:** (include the link): © State of Queensland (QCAA) 2023

Unless otherwise indicated material from Australian Curriculum is © ACARA 2010–present, licensed under CC BY 4.0. For the latest information and additional terms of use, please check the [Australian Curriculum website](http://www.australiancurriculum.edu.au) and its [copyright notice](http://www.australiancurriculum.edu.au/copyright).