Prep to Year 2 standard elaborations — Australian Curriculum: Spanish
Prep to Year 10 sequence

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 work
- developing task-specific standards for individual assessment tasks.

Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The Australian Curriculum organises the achievement standard following a two-paragraph structure. In the languages SEs the first paragraph focuses on **communicating** and the second paragraph focuses on **understanding**.

Australian Curriculum languages have two entry points: Prep* and Year 7, and SEs are provided for the two sets of achievement standards:

- Prep to Year 10 sequence
- Years 7 to 10 sequence.

The achievement standard for languages describes the learning expected of students at each band of years. 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. Performance is represented in terms of complexity and familiarity of the standard being assessed.

In Queensland the achievement standard represents the **working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills. 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. Links to the achievement standard, e.g. (AS1), are provided where the achievement standard has additional examples for the descriptor. Terms are described in the Notes section following the matrix.

* Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June.

By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves and exchange greetings such as *Buenos días/tardes/noches* [AS1], and farewells (for example, *hasta pronto* [AS2]). They use simple repetitive language and respond to simple instructions when participating in classroom routines, games and shared activities, for example, *Sal de aquí*, *Párate en la puerta* [AS3]. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce distinctive sounds of the Spanish language, including the sounds for the letters *ll*, *ñ*, *rr*/*r g*/*j*, *c* and *y*. Students identify specific words and expressions in simple texts, such as names of people, places or objects. They convey factual information about self, family, friends and favourite things at word and simple sentence level, for example, *Mi casa es grande*, *Nuestro ordenador es pequeño*, *Tu celular es nuevo* [AS4]. They respond to and create simple spoken and written texts using modelled examples and formulaic language. Students use gender (for example, *el pastel/la torta* [AS5]), simple verb forms (for example, *estudiar*, *comer*, *dormir* [AS6]), definite articles and vocabulary related to familiar environments to describe people, places and things. Students translate frequently used words and simple phrases, using visual cues and word lists (for example, *clase*, *zapatos*, *camisa*, *teléfono/celular* [AS7]) and create simple print and digital texts in both Spanish and English. They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures.

Students know that Spanish uses the same alphabet as English when written, except for *ñ* as in *mañana* and *España* [AS8]. They identify features of familiar texts and give examples of how different titles are used to address people in different situations (for example, *Doña Josefa*, *Don José*, *Tía* [AS9]). They identify Spanish as one of many languages spoken in Australia and give examples of words that English and Spanish have borrowed from each other such as *chat*, 'tortilla', 'fiesta' [AS10]. Students identify differences and similarities between their own and others' languages and cultures.

Key	[AS1], [ASx] Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
Source	Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 Spanish for Foundation–10*, www.australiancurriculum.edu.au/f-10-curriculum/languages/Spanish

Prep to Year 2 Spanish standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
	The folio of a student's work has the following characteristics:				
Communicating	<u>purposeful</u> interaction with teachers and peers through action-related talk and play	<u>informed</u> interaction with teachers and peers through action-related talk and play	interaction with teachers and peers through action-related talk and play	<u>guided</u> interaction with teachers and peers through action-related talk and play	<u>fragmented</u> interaction with teachers and peers through action-related talk and play
	<u>purposeful</u> self-introduction and exchange of greetings and farewells	<u>informed</u> self-introduction and exchange of greetings and farewells	self-introduction and exchange of greetings (AS1) and farewells (AS2)	<u>partial</u> self-introduction and exchange of greetings and farewells	<u>fragmented</u> self-introduction and exchange of greetings and farewells
	• <u>purposeful</u> use of simple repetitive language • <u>considered</u> response to simple instructions when participating in classroom routines, games and shared activities	• <u>effective</u> use of simple repetitive language • <u>informed</u> response to simple instructions when participating in classroom routines, games and shared activities	• use of simple repetitive language • response to simple instructions when participating in classroom routines, games and shared activities (AS3)	• <u>partial</u> use of simple repetitive language • <u>partial</u> response to simple instructions when participating in classroom routines, games and shared activities	• <u>aspects of</u> simple repetitive language • <u>fragmented</u> response to simple instructions when participating in classroom routines, games and shared activities
	• <u>considered</u> use of visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning • <u>considered</u> reproduction of distinctive sounds of the Spanish language, including the sounds for the letters *ll*, *ñ*, *rr/r g/j*, *c* and *y*	• <u>informed</u> use of visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning • <u>informed</u> reproduction of distinctive sounds of the Spanish language, including the sounds for the letters *ll*, *ñ*, *rr/r g/j*, *c* and *y*	• use of visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning • reproduction of distinctive sounds of the Spanish language, including the sounds for the letters *ll*, *ñ*, *rr/r g/j*, *c* and *y*	• <u>guided</u> use of visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning • <u>partial</u> reproduction of distinctive sounds of the Spanish language, including the sounds for the letters *ll*, *ñ*, *rr/r g/j*, *c* and *y*	• <u>aspects of</u> visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning • <u>fragmented</u> reproduction of distinctive sounds of the Spanish language, including the sounds for the letters *ll*, *ñ*, *rr/r g/j*, *c* and *y*
	<u>purposeful</u> identification of specific words and expressions in simple texts, such as names of people, places or objects	<u>effective</u> identification of specific words and expressions in simple texts, such as names of people, places or objects	identification of specific words and expressions in simple texts, such as names of people, places or objects	<u>partial</u> identification of specific words and expressions in simple texts, such as names of people, places or objects	<u>fragmented</u> identification of specific words and expressions in simple texts, such as names of people, places or objects

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Communicating	purposeful conveyance of factual information about self, family, friends and favourite things at word and simple sentence level	effective conveyance of factual information about self, family, friends and favourite things at word and simple sentence level	conveyance of factual information about self, family, friends and favourite things at word and simple sentence level (AS4)	partial conveyance of factual information about self, family, friends and favourite things at word and simple sentence level	fragmented conveyance of factual information about self, family, friends and favourite things at word and simple sentence level
	considered response to and purposeful creation of simple spoken and written texts using modelled examples and formulaic language	informed response to and effective creation of simple spoken and written texts using modelled examples and formulaic language	response to and creation of simple spoken and written texts using modelled examples and formulaic language	partial response to and partial creation of simple spoken and written texts using modelled examples and formulaic language	fragmented response to simple spoken and written texts using modelled examples and formulaic language
	description of people, places and things with considered use of: • gender • simple verb forms • definite articles • vocabulary related to familiar environments	description of people, places and things with informed use of: • gender • simple verb forms • definite articles • vocabulary related to familiar environments	description of people, places and things with use of: • gender (AS5) • simple verb forms (AS6) • definite articles • vocabulary related to familiar environments	description of people, places and things with partial use of: • gender • simple verb forms • definite articles • vocabulary related to familiar environments	description of people, places and things with fragmented use of: • gender • simple verb forms • definite articles • vocabulary related to familiar environments
	• considered translation of frequently used words and simple phrases using visual cues and word lists • purposeful creation of simple print and digital texts in Spanish and English	• informed translation of frequently used words and simple phrases using visual cues and word lists • effective creation of simple print and digital texts in Spanish and English	• translation of frequently used words and simple phrases using visual cues and word lists (AS7) • creation of simple print and digital texts in Spanish and English	• partial translation of frequently used words and simple phrases using visual cues and word lists • partial creation of simple print and digital texts in Spanish and English	• fragmented translation of frequently used words and simple phrases using visual cues and word lists • fragmented creation of simple print and digital texts in Spanish and English
	considered identification of similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures	informed identification of similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures	identification of similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures	basic identification of similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures	statements about similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Understanding	accurate knowledge that Spanish uses the same alphabet as English when written, with the exception of ñ	informed knowledge that Spanish uses the same alphabet as English when written, with the exception of ñ	knowledge that Spanish uses the same alphabet as English when written, with the exception of ñ (AS8)	partial knowledge that Spanish uses the same alphabet as English when written, with the exception of ñ	fragmented knowledge that Spanish uses the same alphabet as English when written, with the exception of ñ
	• considered identification of features of familiar texts • considered examples of how different titles are used to address people in different situations	• informed identification of features of familiar texts • informed examples of how different titles are used to address people in different situations	• identification of features of familiar texts • examples of how different titles are used to address people in different situations (AS9)	• partial identification of features of familiar texts • basic examples of how different titles are used to address people in different situations	• statements about features of familiar texts • fragmented examples of how different titles are used to address people in different situations
	• identification of Spanish as one of many languages spoken in Australia • considered examples of words that English and Spanish have borrowed from each other	• identification of Spanish as one of many languages spoken in Australia • informed examples of words that English and Spanish have borrowed from each other	• identification of Spanish as one of many languages spoken in Australia • examples of words that English and Spanish have borrowed from each other (AS10)	• identification of Spanish as one of many languages spoken in Australia • partial examples of words that English and Spanish have borrowed from each other	• identification of Spanish as one of many languages spoken in Australia • fragmented examples of words that English and Spanish have borrowed from each other
	considered identification of differences and similarities between their own and others' languages and cultures	informed identification of differences and similarities between their own and others' languages and cultures	identification of differences and similarities between their own and others' languages and cultures	partial identification of differences and similarities between their own and others' languages and cultures	statements about differences and similarities between their own and others' languages and cultures

Key	shading emphasises the qualities that discriminate between the AP–BA descriptors; (AS1), (ASx) is a cross-reference to an example in the achievement standard
AP	applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations
MC	makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations
WW	works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
EX	exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
BA	becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them

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 Prep to Year 2 Spanish SEs

These terms clarify the descriptors in the Prep to Year 2 Spanish SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary (www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary) and from other sources to ensure consistent understanding.

Term	Description
accuracy; accurate	consistent with a standard, rule, convention or known facts; in Languages, *accurate* is the production of structurally correct forms of the target language
apply; applying	use or employ in a particular situation
aspects	particular parts or features
basic	fundamental; simple, elementary
communicating	a mutual and reciprocal exchange of meaning; in Languages, *communicating* refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes: • listening and speaking in relation to relevant domains of language use and text types • reading and writing in relation to relevant domains of language use and text types • communicating strategies • translating and interpreting • reflecting on intercultural langue use; students demonstrate *communicating* by: • describing the performance in the target language, both oral and written • showing evidence of written and spoken Spanish to communicate with teachers, peers and others in a range of settings and for a range of purposes
complex sentence	a sentence with one or more elements in addition to the main or independent idea or clause; in the following examples, the subordinate clauses are indicated by square brackets: • 'I took my umbrella [because it was raining]' • 'The man [who came to dinner] is my brother.'

Term	Description
confident	having strong belief or full assurance; sure; in Languages, *confident* students have a detailed knowledge and understanding of the target language and are able to use the target language in the correct context; they can: • elaborate or explain the decisions made in response to the assessment provided • manipulate the language when translating to maintain the intent of the target language
considered	thought about deliberately with a purpose; in Languages, *considered* responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language
contextual cues	include intonation, gestures and facial features
culture	a framework in which things come to be seen as having meaning; it involves the lens through which: • people see, think, interpret the world and experience • make assumptions about self and others • understand and represent individual and community identity
demonstrate; demonstration	give a practical exhibition or explanation
description; describe	give an account of characteristics or features
effective	meeting the assigned purpose in a way that produces a desired or intended result; in Languages, *effective* refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes: • effective use of a range of vocabulary and grammar • the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted • subtleties maybe overlooked • cultural meanings are evident in responses but may not be fully developed; students demonstrate *effective usage* in the four major language skills: • listening — the speaker's attitude, purpose and intentions are recognised • reading — the purpose of the text and the writer's perspective and intention are recognised • writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent • speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
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; in Languages, *elements* refers to a single word or fragmented group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning
explain; explanation	provide additional information that demonstrates understanding of reasoning and/or application
familiar	well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method

Term	Description
fluent; fluently; fluency	able to speak, write, translate and interpret readily
formulaic language	words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. • story starter: 'Once upon a time' • greeting in Australian English: 'G'day, how are you going?'
fragmented	disjointed or isolated
identification; identify	to establish or indicate who or what someone or something is
informed	having relevant knowledge; being conversant with the topic; in Languages, *informed* refers to being able to apply cultural and linguistic knowledge; with possible irregularities in responses provided; this includes: • a range of vocabulary and grammar used effectively • the meaning of familiar language is accurately demonstrated • subtleties maybe overlooked • cultural meaning is evident in responses but may not be fully developed; students demonstrate *informed usage* in the four major language skills: • listening — the speaker's attitude, purpose and intentions are recognised • reading — the purpose of the text and the writer's perspective and intention are recognised • writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent • speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
metalanguage	a vocabulary used to discuss language conventions and use; e.g. language used to talk about: • grammatical terms, such as sentence, clause, conjunction • the social and cultural nature of language, such as face, reciprocating, register)
partial	attempted; incomplete evidence provided
purposeful; purposefully	intentional; done by design; focused and clearly linked to the goals of the task
range	the scope of relative situations or elements; a number or grouping of things in the same category or within specified limits; the extent to which, or the limits between which, variation is possible
read; reading	process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning; *reading* includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts
readily	promptly; quickly; easily; in a ready manner; willingly; fluently; this includes being effective and informed
recognise; recognition	to be aware of or acknowledge
responses; respond	to react to a person or text

Term	Description
speak	convey meaning and communicate with purpose; some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world
text	an identified stretch of language, used as a means for communication or the focus of learning and investigation; *text forms* and conventions have developed to support communication with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms; *multimodal texts* combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media
translation	a process of translating words or text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words
understand; understanding	to perceive what is meant, grasp an idea, and to be thoroughly familiar with; in Languages, *understanding* refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes: • knowledge of the language system • variability in language use • reflection on language and culture
use; using	to operate or put into effect

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