

# Years 3 and 4 standard elaborations — Australian Curriculum: Spanish

## Prep to Year 10 sequence

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### 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 **C 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.

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\* 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 4, students interact with teachers and peers in classroom routines, action-related talk and play. They use formulaic expressions when participating in classroom routines and collaborative activities, such as complimenting others (for example, *El bolso de Susana es hermoso* AS1), requesting help (for example, *Necesito ayuda con mi bicicleta* AS2) and seeking permission such as *¿Puedo ir al salón de informática?* AS3. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and the present + infinitive form (for example, *quiero cantar, quiero salir* AS4) about aspects of their lives such as school, home and everyday routines (for example, *Mi escuela está cerca de mi casa, Me gusta la clase de español* AS5). They approximate Spanish pronunciation and intonation in simple statements. Students gather information relating to own and others' lifestyles and present information at sentence level in simple texts. They make simple statements about characters such as *La bruja es amable* AS6, themes and their own reactions such as *El payaso está triste* AS7 in response to imaginative texts. They use modelled sentence structures to compose short original texts using conjunctions such as *y, o, porque* and *pero* AS8, and prepositions such as *a, con, de* and *en* AS9. Students use vocabulary related to school, home and lifestyles (for example, *divertido, alto, gordo, grande* AS10). They use possessive adjectives (for example, *mi libro, nuestro coche* AS11), adjectives (for example, *extraño, fantástico* AS12), singular and plural forms (for example, *el árbol, la cafetería, las pelotas, los mensajes* AS13) and regular verbs (for example, *cantar, correr, vivir* AS14) in simple constructions. When writing, they apply punctuation and capitalisation rules. They translate short texts, using word lists and dictionaries and create simple bilingual texts. They use simple phrases and expressions that reflect cultural practices, for example, diminutives such as *Sarita, gatico* AS15.

Students differentiate between statements, commands, exclamations and questions according to intonation. They identify similarities and differences between some Spanish and English texts, recognising that familiar texts have characteristic features. They give examples of how language use varies according to the age, gender and relationship of participants, and of ways that languages change over time. They name some of the many languages that are spoken in Australia, and identify languages represented in the class and local community. They identify ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions such as *¿Me pasa el ipad por favor?* AS16

<b>Key</b>	AS1, ASx Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
<b>Source</b>	Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum Version 8 Spanish for Foundation–10</i> , <a href="http://www.australiancurriculum.edu.au/f-10-curriculum/languages/Spanish">www.australiancurriculum.edu.au/f-10-curriculum/languages/Spanish</a>

## Years 3 and 4 Spanish standard elaborations

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
<b>Communicating</b>	<b>considered</b> interaction with teachers and peers in classroom routines, action-related talk and play	<b>informed</b> interaction with teachers and peers in classroom routines, action-related talk and play	interaction with teachers and peers in classroom routines, action-related talk and play	<b>partial</b> interaction with teachers and peers in classroom routines, action-related talk and play	<b>fragmented</b> interaction with teachers and peers in classroom routines, action-related talk and play
	<b>considered</b> use of formulaic expressions when participating in classroom routines and collaborative activities, such as: <ul style="list-style-type: none"> <li>complimenting others</li> <li>requesting help</li> <li>seeking permission</li> </ul>	<b>informed</b> use of formulaic expressions when participating in classroom routines and collaborative activities, such as: <ul style="list-style-type: none"> <li>complimenting others</li> <li>requesting help</li> <li>seeking permission</li> </ul>	use of formulaic expressions when participating in classroom routines and collaborative activities, such as: <ul style="list-style-type: none"> <li>complimenting others (AS1)</li> <li>requesting help (AS2)</li> <li>seeking permission (AS3)</li> </ul>	<b>partial</b> use of formulaic expressions when participating in classroom routines and collaborative activities, such as: <ul style="list-style-type: none"> <li>complimenting others</li> <li>requesting help</li> <li>seeking permission</li> </ul>	<b>fragmented</b> use of formulaic expressions when participating in classroom routines and collaborative activities, such as: <ul style="list-style-type: none"> <li>complimenting others</li> <li>requesting help</li> <li>seeking permission</li> </ul>
	<b>considered</b> interpretation of visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning	<b>informed</b> interpretation of visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning	interpretation of visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning	<b>partial</b> interpretation of visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning	interpretation of <b>aspects of</b> visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning
	<b>considered</b> statements using the present tense and the present + infinitive form about aspects of their lives such as school, home and everyday routines	<b>informed</b> statements using the present tense and the present + infinitive form about aspects of their lives such as school, home and everyday routines	statements using the present tense and the present + infinitive form (AS4) about aspects of their lives such as school, home and everyday routines (AS5)	<b>partial</b> statements using the present tense and the present + infinitive form about aspects of their lives such as school, home and everyday routines	<b>fragmented</b> statements using the present tense and the present + infinitive form about aspects of their lives such as school, home and everyday routines

	A	B	C	D	E
Communicating	<u>considered</u> approximation of Spanish pronunciation and intonation in simple statements	<u>informed</u> approximation of Spanish pronunciation and intonation in simple statements	approximation of Spanish pronunciation and intonation in simple statements	<u>partial</u> approximation of Spanish pronunciation and intonation in simple statements	approximation of <u>aspects of</u> Spanish pronunciation and intonation in simple statements
	<ul style="list-style-type: none"> <li>• <u>purposeful</u> gathering of information relating to own and others' lifestyles</li> <li>• <u>purposeful</u> presentation of information at sentence level in simple texts</li> </ul>	<ul style="list-style-type: none"> <li>• <u>effective</u> gathering of information relating to own and others' lifestyles</li> <li>• <u>effective</u> presentation of information at sentence level in simple texts</li> </ul>	<ul style="list-style-type: none"> <li>• gathering of information relating to own and others' lifestyles</li> <li>• presentation of information at sentence level in simple texts</li> </ul>	<ul style="list-style-type: none"> <li>• <u>partial</u> gathering of information relating to own and others' lifestyles</li> <li>• <u>partial</u> presentation of information at sentence level in simple texts</li> </ul>	<ul style="list-style-type: none"> <li>• <u>fragmented</u> gathering of information relating to own and others' lifestyles</li> <li>• presentation of <u>aspects of</u> information at sentence level in simple texts</li> </ul>
	<u>considered</u> simple statements about characters, themes and their own reactions in response to imaginative texts	<u>informed</u> simple statements about characters, themes and their own reactions in response to imaginative texts	simple statements about characters (AS6), themes and their own reactions (AS7) in response to imaginative texts	simple statements about <u>aspects of</u> characters, themes and their own reactions in response to imaginative texts	<u>fragmented</u> simple statements about characters, themes and their own reactions in response to imaginative texts
	<u>purposeful</u> use of modelled sentence structures to compose short original texts using conjunctions and prepositions	<u>effective</u> use of modelled sentence structures to compose short original texts using conjunctions and prepositions	use of modelled sentence structures to compose short original texts using conjunctions (AS8) and prepositions (AS9)	<u>partial</u> use of modelled sentence structures to compose short original texts using conjunctions and prepositions	<u>fragmented</u> use of modelled sentence structures to compose short original texts using conjunctions and prepositions
	<u>purposeful</u> use of vocabulary related to school, home and lifestyles	<u>informed</u> use of vocabulary related to school, home and lifestyles	use of vocabulary related to school, home and lifestyles (AS10)	<u>partial</u> use of vocabulary related to school, home and lifestyles	<u>fragmented</u> use of vocabulary related to school, home and lifestyles
	<u>considered</u> use of possessive adjectives, adjectives, singular and plural forms and regular verbs in simple constructions	<u>informed</u> use of possessive adjectives, adjectives, singular and plural forms and regular verbs in simple constructions	use of possessive adjectives (AS11), adjectives (AS12), singular and plural forms (AS13) and regular verbs (AS14) in simple constructions	<u>partial</u> use of possessive adjectives, adjectives, singular and plural forms and regular verbs in simple constructions	use of <u>aspects of</u> possessive adjectives, adjectives, singular and plural forms and regular verbs in simple constructions

	A	B	C	D	E
Communicating	accurate application of punctuation and capitalisation rules when writing	effective application of punctuation and capitalisation rules when writing	application of punctuation and capitalisation rules when writing	partial application of punctuation and capitalisation rules when writing	application of aspects of punctuation and capitalisation rules when writing
	<ul style="list-style-type: none"> <li>fluent translation of short texts, using word lists and dictionaries</li> <li>accurate creation of simple bilingual texts</li> </ul>	<ul style="list-style-type: none"> <li>informed translation of short texts, using word lists and dictionaries</li> <li>effective creation of simple bilingual texts</li> </ul>	<ul style="list-style-type: none"> <li>translation of short texts, using word lists and dictionaries</li> <li>creation of simple bilingual texts</li> </ul>	<ul style="list-style-type: none"> <li>partial translation of short texts, using word lists and dictionaries</li> <li>partial creation of simple bilingual texts</li> </ul>	<ul style="list-style-type: none"> <li>translation of aspects of short texts, using word lists and dictionaries</li> <li>fragmented creation of simple bilingual texts</li> </ul>
	purposeful use of simple phrases and expressions that reflect cultural practices	informed use of simple phrases and expressions that reflect cultural practices	use of simple phrases and expressions that reflect cultural practices (AS15)	partial use of simple phrases and expressions that reflect cultural practices	fragmented use of simple phrases and expressions that reflect cultural practices
Understanding	purposeful differentiation between statements, commands, exclamations and questions according to intonation	effective differentiation between statements, commands, exclamations and questions according to intonation	differentiation between statements, commands, exclamations and questions according to intonation	partial differentiation between statements, commands, exclamations and questions according to intonation	fragmented differentiation between statements, commands, exclamations and questions according to intonation
	<ul style="list-style-type: none"> <li>considered identification of similarities and differences between some Spanish and English texts</li> <li>considered recognition that familiar texts have characteristic features</li> </ul>	<ul style="list-style-type: none"> <li>informed identification of similarities and differences between some Spanish and English texts</li> <li>effective recognition that familiar texts have characteristic features</li> </ul>	<ul style="list-style-type: none"> <li>identification of similarities and differences between some Spanish and English texts</li> <li>recognition that familiar texts have characteristic features</li> </ul>	<ul style="list-style-type: none"> <li>partial identification of similarities and differences between some Spanish and English texts</li> <li>partial recognition that familiar texts have characteristic features</li> </ul>	<ul style="list-style-type: none"> <li>identification of aspects of similarities and differences between some Spanish and English texts</li> <li>statements about familiar texts</li> </ul>
	<p>purposeful examples of:</p> <ul style="list-style-type: none"> <li>how language use varies according to the age, gender and relationship of participants</li> <li>ways that languages change over time</li> </ul>	<p>informed examples of:</p> <ul style="list-style-type: none"> <li>how language use varies according to the age, gender and relationship of participants</li> <li>ways that languages change over time</li> </ul>	<p>examples of:</p> <ul style="list-style-type: none"> <li>how language use varies according to the age, gender and relationship of participants</li> <li>ways that languages change over time</li> </ul>	<p>partial examples of:</p> <ul style="list-style-type: none"> <li>how language use varies according to the age, gender and relationship of participants</li> <li>ways that languages change over time</li> </ul>	<p>fragmented examples of:</p> <ul style="list-style-type: none"> <li>how language use varies according to the age, gender and relationship of participants</li> <li>ways that languages change over time</li> </ul>

	A	B	C	D	E
Understanding	naming of some of the many languages that are spoken in Australia, and <b>considered</b> identification of languages represented in the class and local community	naming of some of the many languages that are spoken in Australia, and <b>informed</b> identification of languages represented in the class and local community	naming of some of the many languages that are spoken in Australia, and identification of languages represented in the class and local community	naming of some of the many languages that are spoken in Australia, and <b>partial</b> identification of languages represented in the class and local community	naming of some of the many languages that are spoken in Australia, and <b>fragmented</b> identification of languages represented in the class and local community
	<b>considered</b> identification of ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions	<b>informed</b> identification of ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions	identification of ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions ( <b>AS16</b> )	<b>partial</b> identification of ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions	identification of <b>aspects of</b> ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions

**Key** **shading** emphasises the qualities that discriminate between the A–E descriptors; (**AS1**), (**ASx**) is a cross-reference to an example in the [achievement standard](#)

# 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
<b>understanding</b>	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
<b>skills</b>	the specific techniques, strategies and processes in a learning area

## Terms used in Years 3 and 4 Spanish SEs

These terms clarify the descriptors in the Years 3 and 4 Spanish SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary ([www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary](http://www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary)) and from other sources to ensure consistent understanding.

Term	Description
<b>accuracy; accurate</b>	consistent with a standard, rule, convention or known facts; in Languages, <i>accurate</i> is the production of structurally correct forms of the target language
<b>apply; applying</b>	use or employ in a particular situation
<b>aspects</b>	particular parts or features
<b>basic</b>	fundamental; simple, elementary
<b>communicating</b>	a mutual and reciprocal exchange of meaning; in Languages, <i>communicating</i> refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes: <ul style="list-style-type: none"><li>• listening and speaking in relation to relevant domains of language use and text types</li><li>• reading and writing in relation to relevant domains of language use and text types</li><li>• communicating strategies</li><li>• translating and interpreting</li><li>• reflecting on intercultural language use;</li></ul> students demonstrate <i>communicating</i> by: <ul style="list-style-type: none"><li>• describing the performance in the target language, both oral and written</li><li>• 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</li></ul>
<b>complex sentence</b>	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: <ul style="list-style-type: none"><li>• 'I took my umbrella [because it was raining]'</li><li>• 'The man [who came to dinner] is my brother.'</li></ul>

Term	Description
<b>confident</b>	<p>having strong belief or full assurance; sure;</p> <p>in Languages, <i>confident</i> 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:</p> <ul style="list-style-type: none"> <li>• elaborate or explain the decisions made in response to the assessment provided</li> <li>• manipulate the language when translating to maintain the intent of the target language</li> </ul>
<b>considered</b>	<p>thought about deliberately with a purpose;</p> <p>in Languages, <i>considered</i> responses mean students demonstrate a <b>confident</b> understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language</p>
<b>contextual cues</b>	include intonation, gestures and facial features
<b>culture</b>	<p>a framework in which things come to be seen as having meaning; it involves the lens through which:</p> <ul style="list-style-type: none"> <li>• people see, think, interpret the world and experience</li> <li>• make assumptions about self and others</li> <li>• understand and represent individual and community identity</li> </ul>
<b>demonstrate; demonstration</b>	give a practical exhibition or explanation
<b>description; describe</b>	give an account of characteristics or features
<b>directed</b>	following the instructions of the facilitator
<b>effective</b>	<p>meeting the assigned purpose in a way that produces a desired or intended result;</p> <p>in Languages, <i>effective</i> refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes:</p> <ul style="list-style-type: none"> <li>• effective use of a range of vocabulary and grammar</li> <li>• the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted</li> <li>• subtleties maybe overlooked</li> <li>• cultural meaning is evident in responses but may not be fully developed;</li> </ul> <p>students demonstrate <i>effective usage</i> in the four major language skills:</p> <ul style="list-style-type: none"> <li>• listening — the speaker’s attitude, purpose and intentions are recognised</li> <li>• reading — the purpose of the text and the writer’s perspective and intention are recognised</li> <li>• writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent</li> <li>• speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation</li> </ul>
<b>elements</b>	<p>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;</p> <p>in Languages, <i>elements</i> refers to a single word or <b>fragmented</b> group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning</p>
<b>explain; explanation</b>	provide additional information that demonstrates understanding of reasoning and/or application
<b>familiar</b>	well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method



Term	Description
<b>fluent; fluently; fluency</b>	able to speak, write, translate and interpret <a href="#">readily</a>
<b>formulaic language</b>	words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. <ul style="list-style-type: none"> <li>• story starter: 'Once upon a time'</li> <li>• greeting in Australian English: 'G'day, how are you going?'</li> </ul>
<b>fragmented</b>	disjointed or isolated
<b>identification; identify</b>	to establish or indicate who or what someone or something is
<b>informed</b>	having relevant knowledge; being conversant with the topic; in Languages, <i>informed</i> refers to being able to apply cultural and linguistic knowledge; with possible irregularities in responses provided; this includes: <ul style="list-style-type: none"> <li>• a range of vocabulary and grammar used effectively</li> <li>• the meaning of familiar language is accurately demonstrated</li> <li>• subtleties maybe overlooked</li> <li>• cultural meaning are evident in responses but may not be fully developed;</li> </ul> students demonstrate <i>informed usage</i> in the four major language skills: <ul style="list-style-type: none"> <li>• listening — the speaker's attitude, purpose and intentions are recognised</li> <li>• reading — the purpose of the text and the writer's perspective and intention are recognised</li> <li>• writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent</li> <li>• speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation</li> </ul>
<b>metalinguage</b>	a vocabulary used to discuss language conventions and use; e.g. language used to talk about: <ul style="list-style-type: none"> <li>• grammatical terms, such as sentence, clause, conjunction</li> <li>• the social and cultural nature of language, such as face, reciprocating, register)</li> </ul>
<b>partial</b>	attempted; incomplete evidence provided
<b>purposeful; purposefully</b>	intentional; done by design; focused and clearly linked to the goals of the task
<b>range</b>	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
<b>read; reading</b>	process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning; <i>reading</i> 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
<b>readily</b>	promptly; quickly; easily; in a ready manner; willingly; fluently; this includes being <a href="#">effective</a> and <a href="#">informed</a>
<b>recognise; recognition</b>	to be aware of or acknowledge
<b>responses; respond</b>	to react to a person or text

Term	Description
<b>speak</b>	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
<b>text</b>	<p>an identified stretch of language, used as a means for communication or the focus of learning and investigation;</p> <p><i>text forms</i> 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;</p> <p><i>multimodal texts</i> combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media</p>
<b>translation</b>	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
<b>understand; understanding</b>	<p>to perceive what is meant, grasp an idea, and to be thoroughly familiar with; in Languages, <i>understanding</i> refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes:</p> <ul style="list-style-type: none"> <li>• knowledge of the language system</li> <li>• variability in language use</li> <li>• reflection on language and culture</li> </ul>
<b>use; using</b>	to operate or put into effect