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|  | Years 5 and 6 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[[1]](#footnote-2) 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](#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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| Years 5 and 6 Australian Curriculum: Spanish achievement standard Prep to Year 10 sequence | |
| By the end of Year 6, students use written and spoken Spanish for classroom interactions, to carry out transactions and to share information about personal interests, relate experiences and express feelings. They use modelled sentence structures to ask and respond to questions (for example, ¿quién?/¿quiénes?, ¿por qué?¿por dónde? sí, por supuesto [AS1](#SE1" \o "SE link 1, Alt+Left to return )), seek clarification (for example, ¿Ella dice que apaguemos la computadora? [AS2](#SE2)) and give advice (for example, No debes comer tantos dulces [AS3](#SE3)). When interacting, students use appropriate pronunciation of Spanish-specific sounds such as ci/ca and ga/gi [AS4](#SE4), and intonation patterns. They gather information relating to language and culture and present it in different formats. They describe characters, experiences and ideas encountered in texts, and create short imaginative texts using structured models and descriptive and expressive vocabulary (divertido, alto, gordo, grande [AS5](#SE5)). They use regular and common irregular verbs in present tense (for example, estudio español,  voy a mi casa [AS6](#SE6)), simple past tense (for example, Ayer comí helado, Fueron a la cafetería [AS7](#SE7" \o "SE link 7, Alt+Left to return )) and near future (for example, Voy a ir a la playa,  Vamos a comer frutas [AS8](#SE8"\o "SE link 8, Alt+Left to return )). Students use pronouns (for example, él/ella nosotros/as ellos/ellas, usted/ustedes/ vosotros/as [AS9](#SE9)), prepositions (for example, debajo de, por, al lado de, cerca de [AS10](#SE10)), adverbs (for example, muy, poco, bien, mal, lentamente [AS11](#SE11" \o "SE link 11, Alt+Left to return )), agreement of nouns and adjectives (for example, gente simpática, juegos divertidos [AS12](#SE12" \o "SE link 12, Alt+Left to return )), and adverbs to mark time (for example, hoy, ayer, mañana, ya, todavía [AS13](#SE13" \o "SE link 13, Alt+Left to return )) and place (for example, dentro de, encima de, a la izquierda, a la derecha [AS14](#SE14" \o "SE link 14, Alt+Left to return ). They apply rules of punctuation such as question and exclamation marks (for example, ¿cuándo?, ¡cuidado! [AS15](#SE15" \o "SE link 15, Alt+Left to return )) and accents (for example, sofá, árbol, música [AS16](#SE16" \o "SE link 16, Alt+Left to return )). They translate and interpret short texts, identifying aspects of the Spanish language and culture that are similar or different to their own and create bilingual texts for the classroom and school community. They describe their own experiences of using Spanish and identify ways in which learning and using Spanish may impact on their own identity.  Students know that Spanish has its own rules for pronunciation and grammar and that language use must be adjusted to suit different contexts, situations and relationships (for example, ¡Hasta pronto Doña Clara! ¡Adiós chicos! [AS17](#SE17" \o "SE link 17, Alt+Left to return )). They use metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with such as ‘verb’, ‘adverb’, ‘noun’ and ‘agreement’ [AS18](#SE18" \o "SE link 18, Alt+Left to return ). Students identify Spanish as a global language and describe the distribution of communities of Spanish speakers in different countries and regions. They identify ways that languages change through contact with other languages and due to new technologies, and give examples of Spanish words used in English (for example, ‘patio’, ‘chocolate’ [AS19](#SE19" \o "SE link 19, Alt+Left to return )) and words used in Spanish that are borrowed from other languages (for example, chofer, carné, tenis, golf, corner, kiwi, parking, gol, tiquet, chao [AS20](#SE20" \o "SE link 20, Alt+Left to return )). They reflect on the language they use at home, at school and in the community and identify how young Spanish speakers would use language in the same contexts. | |
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| **Key** | [AS1](#SE1), 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](https://www.australiancurriculum.edu.au/f-10-curriculum/languages/spanish) |

## Years 5 and 6 Spanish standard elaborations

|  | A | B | C | D | E |
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|  | The folio of a student’s work has the following characteristics: | | | | |
| Communicating | purposeful use of written and spoken Spanish:   * for classroom interactions * to carry out transactions * to share information about personal interests * to relate experiences * to express feelings | effective use of written and spoken Spanish:   * for classroom interactions * to carry out transactions * to share information about personal interests * to relate experiences * to express feelings | use of written and spoken Spanish:   * for classroom interactions * to carry out transactions * to share information about personal interests * to relate experiences * to express feelings | partial use of written and spoken Spanish:   * for classroom interactions * to carry out transactions * to share information about personal interests * to relate experiences * to express feelings | fragmented use of written and spoken Spanish:   * for classroom interactions * to carry out transactions * to share information about personal interests * to relate experiences * to express feelings |
| considered use of modelled sentence structures to:   * ask and respond to questions * seek clarification * give advice | informed use of modelled sentence structures to:   * ask and respond to questions * seek clarification * give advice | use of modelled sentence structures to:   * ask and respond to questions ([AS1](#AS1" \o "AS1, Alt+Left to return )) * seek clarification ([AS2](#AS2" \o "AS2, Alt+Left to return )) * give advice ([AS3](#AS3" \o "AS3, Alt+Left to return )) | partial use of modelled sentence structures to:   * ask and respond to questions * seek clarification * give advice | fragmented use of modelled sentence structures to:   * ask and respond to questions * seek clarification * give advice |
| considered use of appropriate pronunciation of Spanish‑specific sounds and intonation patterns when interacting | informed use of appropriate pronunciation of Spanish‑specific sounds and intonation patterns when interacting | use of appropriate pronunciation of Spanish‑specific sounds ([AS4](#AS4" \o "AS4, Alt+Left to return )) and intonation patterns when interacting | partial use of appropriate pronunciation of Spanish‑specific sounds and intonation patterns when interacting | fragmented use of appropriate pronunciation of Spanish‑specific sounds and intonation patterns when interacting |
| * purposeful gathering of information relating to language and culture * considered presentation of information in different formats | * informed gathering of information relating to language and culture * effective presentation of information in different formats | * gathering of information relating to language and culture * presentation of information in different formats | * gathering of aspects of information relating to language and culture * partial presentation of information in different formats | * fragmented gathering of information relating to language and culture * fragmented presentation of information in different formats |
| Communicating | * considered description of characters, experiences and ideas encountered in texts * purposeful creation of short imaginative texts using structured models and descriptive and expressive vocabulary | * informed description of characters, experiences and ideas encountered in texts * effective creation of short imaginative texts using structured models and descriptive and expressive vocabulary | * description of characters, experiences and ideas encountered in texts * creation of short imaginative texts using structured models and descriptive and expressive vocabulary ([AS5](#AS5" \o "AS4, Alt+Left to return )) | * partial description of characters, experiences and ideas encountered in texts * partial creation of short imaginative texts using structured models and descriptive and expressive vocabulary | * fragmented description of characters, experiences and ideas encountered in texts * creation of short imaginative texts using elements of structured models and descriptive and expressive vocabulary |
| considered use of regular and common irregular verbs in:   * present tense * simple past tense * near future tense | informed use of regular and common irregular verbs in:   * present tense * simple past tense * near future tense | use of regular and common irregular verbs in:   * present tense ([AS6](#AS6" \o "AS6, Alt+Left to return )) * simple past tense ([AS7](#AS7" \o "AS7, Alt+Left to return )) * near future tense ([AS8](#AS8" \o "AS8, Alt+Left to return )) | partial use of regular and common irregular verbs in:   * present tense * simple past tense * near future tense | fragmented use of regular and common irregular verbs in:   * present tense * simple past tense * near future tense |
| considered use of:   * pronouns * prepositions * adverbs * noun–adjective agreement adverbs to mark time and place | informed use of:   * pronouns * prepositions * adverbs * noun–adjective agreement adverbs to mark time and place | use of:   * pronouns ([AS9](#AS9" \o "AS9, Alt+Left to return )) * prepositions ([AS10](#AS10" \o "AS10, Alt+Left to return )) * adverbs ([AS11](#AS11" \o "AS11, Alt+Left to return )) * noun–adjective agreement ([AS12](#AS12" \o "AS12, Alt+Left to return )) * adverbs to mark time ([AS13](#AS13" \o "AS13, Alt+Left to return )) and place ([AS14](#AS14" \o "AS14, Alt+Left to return )) | partial use of:   * pronouns * prepositions * adverbs * noun–adjective agreement adverbs to mark time and place | fragmented use of:   * pronouns * prepositions * adverbs * noun–adjective agreement adverbs to mark time and place |
| considered application of rules of punctuation, such as:   * question and exclamation marks * accents | informed application of rules of punctuation, such as:   * question and exclamation marks * accents | application of rules of punctuation, such as:   * question and exclamation marks ([AS15](#AS15" \o "AS15, Alt+Left to return )) * accents ([AS16](#AS16" \o "AS16, Alt+Left to return )) | partial application of rules of punctuation, such as:   * question and exclamation marks * accents | fragmented application of rules of punctuation, such as:   * question and exclamation marks * accents |
| Communicating | * considered translation and interpretation of short texts, with considered identification of aspects of the Spanish language and culture that are similar or different to their own * considered creation of bilingual texts for the classroom and school community | * considered translation and interpretation of short texts, with informed identification of aspects of the Spanish language and culture that are similar or different to their own * informed creation of bilingual texts for the classroom and school community | * translation and interpretation of short texts, with identification of aspects of the Spanish language and culture that are similar or different to their own * creation of bilingual texts for the classroom and school community | * partial translation and interpretation of short texts, with partial identification of aspects of the Spanish language and culture that are similar or different to their own * partial creation of bilingual texts for the classroom and school community | * fragmented translation and interpretation of short texts, with statements about aspects of the Spanish language and culture that are similar or different to their own * fragmented creation of bilingual texts for the classroom and school community |
| * considered description of their own experiences of using Spanish * purposeful identification of ways in which learning and using Spanish may impact on their own identity | * informed description of their own experiences of using Spanish * informed identification of ways in which learning and using Spanish may impact on their own identity | * description of their own experiences of using Spanish * identification of ways in which learning and using Spanish may impact on their own identity | * partial description of their own experiences of using Spanish * partial identification of ways in which learning and using Spanish may impact on their own identity | * statements about their own experiences of using Spanish * fragmented identification of ways in which learning and using Spanish may impact on their own identity |
| Understanding | considered knowledge that:   * Spanish has its own rules for pronunciation and grammar * language use must be adjusted to suit different contexts, situations and relationships | informed knowledge that:   * Spanish has its own rules for pronunciation and grammar * language use must be adjusted to suit different contexts, situations and relationships | knowledge that:   * Spanish has its own rules for pronunciation and grammar * language use must be adjusted to suit different contexts, situations and relationships ([AS17](#AS17" \o "AS17, Alt+Left to return )) | basic knowledge that:   * Spanish has its own rules for pronunciation and grammar * language use must be adjusted to suit different contexts, situations and relationships | fragmented knowledge that:   * Spanish has its own rules for pronunciation and grammar * language use must be adjusted to suit different contexts, situations and relationships |
| purposeful use of metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with | effective use of metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with | use of metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with ([AS18](#AS18" \o "AS18, Alt+Left to return )) | partial use of metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with | fragmented use of metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with |
| Understanding | * considered identification of Spanish as a global language * considered description of the distribution of communities of Spanish speakers in different countries and regions | * informed identification of Spanish as a global language * informed description of the distribution of communities of Spanish speakers in different countries and regions | * identification of Spanish as a global language * description of the distribution of communities of Spanish speakers in different countries and regions | * partial identification of Spanish as a global language * partial description of the distribution of communities of Spanish speakers in different countries and regions | * statements about Spanish as a global language * statements about communities of Spanish speakers in different countries and regions |
| * considered identification of ways that languages change:   + through contact with other languages   + due to new technologies * considered examples of:   + Spanish words used in English   + words used in Spanish that are borrowed from other languages | * informed identification of ways that languages change:   + through contact with other languages   + due to new technologies * informed examples of:   + Spanish words used in English   + words used in Spanish that are borrowed from other languages | * identification of ways that languages change:   + through contact with other languages   + due to new technologies * examples of:   + Spanish words used in English ([AS19](#AS19" \o "AS19, Alt+Left to return ))   + words used in Spanish that are borrowed from other languages ([AS20](#AS20" \o "AS20, Alt+Left to return )) | * partial identification of ways that languages change:   + through contact with other languages   + due to new technologies * partial examples of:   + Spanish words used in English   + words used in Spanish that are borrowed from other languages | * statements about ways that languages change:   + through contact with other languages   + due to new technologies * fragmented examples of:   + Spanish words used in English   + words used in Spanish that are borrowed from other languages |
| * considered reflection on the language they use at home, at school and in the community * considered identification of how young Spanish speakers would use language in the same contexts | * informed reflection on the language they use at home, at school and in the community * informed identification of how young Spanish speakers would use language in the same contexts | * reflection on the language they use at home, at school and in the community * identification of how young Spanish speakers would use language in the same contexts | * partial reflection on the language they use at home, at school and in the community * partial identification of how young Spanish speakers would use language in the same contexts | * statements about the language they use at home, at school and in the community * statements about how young Spanish speakers would use language in the same contexts |
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| Key | shading emphasises the qualities that discriminate between the A–E descriptors; ([AS1](#AS1)), (ASx) is a cross-reference to an example in the [achievement standard](#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.

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| 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 Years 5 and 6 Spanish SEs

These terms clarify the descriptors in the Years 5 and 6 Spanish SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary ([www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary](https://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.’ |
| ****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 |
| 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 meaning is 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 |
| 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 |
| guided | visual and/or verbal prompts to facilitate or support independent action |
| identification; identify | to establish or indicate who or what someone or something is |
| informed | having relevant knowledge; being conversant with the topic;  in Languages, informedrefers 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 are 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; ready | 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 |
| 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 |

1. 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. [↑](#footnote-ref-2)