

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* 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.

* 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 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), seek clarification (for example, *¿Ella dice que apagemos la computadora?* AS2) and give advice (for example, *No debes comer tantos dulces* AS3). When interacting, students use appropriate pronunciation of Spanish-specific sounds such as *ci/ca* and *ga/gi* AS4, 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). They use regular and common irregular verbs in present tense (for example, *estudio español, voy a mi casa* AS6), simple past tense (for example, *Ayer comí helado, Fueron a la cafetería* AS7) and near future (for example, *Voy a ir a la playa, Vamos a comer frutas* AS8). Students use pronouns (for example, *él/ella nosotros/as ellos/ellas, usted/ustedes/ vosotros/as* AS9), prepositions (for example, *debajo de, por, al lado de, cerca de* AS10), adverbs (for example, *muy, poco, bien, mal, lentamente* AS11), agreement of nouns and adjectives (for example, *gente simpática, juegos divertidos* AS12), and adverbs to mark time (for example, *hoy, ayer, mañana, ya, todavía* AS13) and place (for example, *dentro de, encima de, a la izquierda, a la derecha* AS14). They apply rules of punctuation such as question and exclamation marks (for example, *¿cuándo?, ¡cuidado!* AS15) and accents (for example, *sofá, árbol, música* AS16). 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). 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. 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) and words used in Spanish that are borrowed from other languages (for example, *chofer, carné, tenis, golf, corner, kiwi, parking, gol, tíquet, chao* AS20). 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.

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

Years 5 and 6 Spanish standard elaborations

	A	B	C	D	E
The folio of a student’s work has the following characteristics:					
Communicating	<p>purposeful use of written and spoken Spanish:</p> <ul style="list-style-type: none"> • for classroom interactions • to carry out transactions • to share information about personal interests • to relate experiences • to express feelings 	<p>effective use of written and spoken Spanish:</p> <ul style="list-style-type: none"> • for classroom interactions • to carry out transactions • to share information about personal interests • to relate experiences • to express feelings 	<p>use of written and spoken Spanish:</p> <ul style="list-style-type: none"> • for classroom interactions • to carry out transactions • to share information about personal interests • to relate experiences • to express feelings 	<p>partial use of written and spoken Spanish:</p> <ul style="list-style-type: none"> • for classroom interactions • to carry out transactions • to share information about personal interests • to relate experiences • to express feelings 	<p>fragmented use of written and spoken Spanish:</p> <ul style="list-style-type: none"> • for classroom interactions • to carry out transactions • to share information about personal interests • to relate experiences • to express feelings
	<p>considered use of modelled sentence structures to:</p> <ul style="list-style-type: none"> • ask and respond to questions • seek clarification • give advice 	<p>informed use of modelled sentence structures to:</p> <ul style="list-style-type: none"> • ask and respond to questions • seek clarification • give advice 	<p>use of modelled sentence structures to:</p> <ul style="list-style-type: none"> • ask and respond to questions (AS1) • seek clarification (AS2) • give advice (AS3) 	<p>partial use of modelled sentence structures to:</p> <ul style="list-style-type: none"> • ask and respond to questions • seek clarification • give advice 	<p>fragmented use of modelled sentence structures to:</p> <ul style="list-style-type: none"> • ask and respond to questions • seek clarification • give advice
	<p>considered use of appropriate pronunciation of Spanish-specific sounds and intonation patterns when interacting</p>	<p>informed use of appropriate pronunciation of Spanish-specific sounds and intonation patterns when interacting</p>	<p>use of appropriate pronunciation of Spanish-specific sounds (AS4) and intonation patterns when interacting</p>	<p>partial use of appropriate pronunciation of Spanish-specific sounds and intonation patterns when interacting</p>	<p>fragmented use of appropriate pronunciation of Spanish-specific sounds and intonation patterns when interacting</p>
	<ul style="list-style-type: none"> • purposeful gathering of information relating to language and culture • considered presentation of information in different formats 	<ul style="list-style-type: none"> • informed gathering of information relating to language and culture • effective presentation of information in different formats 	<ul style="list-style-type: none"> • gathering of information relating to language and culture • presentation of information in different formats 	<ul style="list-style-type: none"> • gathering of aspects of information relating to language and culture • partial presentation of information in different formats 	<ul style="list-style-type: none"> • fragmented gathering of information relating to language and culture • fragmented presentation of information in different formats

	A	B	C	D	E
Communicating	<ul style="list-style-type: none"> • considered description of characters, experiences and ideas encountered in texts • purposeful creation of short imaginative texts using structured models and descriptive and expressive vocabulary 	<ul style="list-style-type: none"> • informed description of characters, experiences and ideas encountered in texts • effective creation of short imaginative texts using structured models and descriptive and expressive vocabulary 	<ul style="list-style-type: none"> • description of characters, experiences and ideas encountered in texts • creation of short imaginative texts using structured models and descriptive and expressive vocabulary (AS5) 	<ul style="list-style-type: none"> • partial description of characters, experiences and ideas encountered in texts • partial creation of short imaginative texts using structured models and descriptive and expressive vocabulary 	<ul style="list-style-type: none"> • 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
	<p>considered use of regular and common irregular verbs in:</p> <ul style="list-style-type: none"> • present tense • simple past tense • near future tense 	<p>informed use of regular and common irregular verbs in:</p> <ul style="list-style-type: none"> • present tense • simple past tense • near future tense 	<p>use of regular and common irregular verbs in:</p> <ul style="list-style-type: none"> • present tense (AS6) • simple past tense (AS7) • near future tense (AS8) 	<p>partial use of regular and common irregular verbs in:</p> <ul style="list-style-type: none"> • present tense • simple past tense • near future tense 	<p>fragmented use of regular and common irregular verbs in:</p> <ul style="list-style-type: none"> • present tense • simple past tense • near future tense
	<p>considered use of:</p> <ul style="list-style-type: none"> • pronouns • prepositions • adverbs • noun–adjective agreement adverbs to mark time and place 	<p>informed use of:</p> <ul style="list-style-type: none"> • pronouns • prepositions • adverbs • noun–adjective agreement adverbs to mark time and place 	<p>use of:</p> <ul style="list-style-type: none"> • pronouns (AS9) • prepositions (AS10) • adverbs (AS11) • noun–adjective agreement (AS12) • adverbs to mark time (AS13) and place (AS14) 	<p>partial use of:</p> <ul style="list-style-type: none"> • pronouns • prepositions • adverbs • noun–adjective agreement adverbs to mark time and place 	<p>fragmented use of:</p> <ul style="list-style-type: none"> • pronouns • prepositions • adverbs • noun–adjective agreement adverbs to mark time and place
	<p>considered application of rules of punctuation, such as:</p> <ul style="list-style-type: none"> • question and exclamation marks • accents 	<p>informed application of rules of punctuation, such as:</p> <ul style="list-style-type: none"> • question and exclamation marks • accents 	<p>application of rules of punctuation, such as:</p> <ul style="list-style-type: none"> • question and exclamation marks (AS15) • accents (AS16) 	<p>partial application of rules of punctuation, such as:</p> <ul style="list-style-type: none"> • question and exclamation marks • accents 	<p>fragmented application of rules of punctuation, such as:</p> <ul style="list-style-type: none"> • question and exclamation marks • accents

	A	B	C	D	E
Communicating	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> description of their own experiences of using Spanish identification of ways in which learning and using Spanish may impact on their own identity 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<p>considered knowledge that:</p> <ul style="list-style-type: none"> Spanish has its own rules for pronunciation and grammar language use must be adjusted to suit different contexts, situations and relationships 	<p>informed knowledge that:</p> <ul style="list-style-type: none"> Spanish has its own rules for pronunciation and grammar language use must be adjusted to suit different contexts, situations and relationships 	<p>knowledge that:</p> <ul style="list-style-type: none"> Spanish has its own rules for pronunciation and grammar language use must be adjusted to suit different contexts, situations and relationships (AS17) 	<p>basic knowledge that:</p> <ul style="list-style-type: none"> Spanish has its own rules for pronunciation and grammar language use must be adjusted to suit different contexts, situations and relationships 	<p>fragmented knowledge that:</p> <ul style="list-style-type: none"> Spanish has its own rules for pronunciation and grammar language use must be adjusted to suit different contexts, situations and relationships
	<p>purposeful use of metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with</p>	<p>effective use of metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with</p>	<p>use of metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with (AS18)</p>	<p>partial use of metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with</p>	<p>fragmented use of metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with</p>

	A	B	C	D	E
Understanding	<ul style="list-style-type: none"> • considered identification of Spanish as a global language • considered description of the distribution of communities of Spanish speakers in different countries and regions 	<ul style="list-style-type: none"> • informed identification of Spanish as a global language • informed description of the distribution of communities of Spanish speakers in different countries and regions 	<ul style="list-style-type: none"> • identification of Spanish as a global language • description of the distribution of communities of Spanish speakers in different countries and regions 	<ul style="list-style-type: none"> • partial identification of Spanish as a global language • partial description of the distribution of communities of Spanish speakers in different countries and regions 	<ul style="list-style-type: none"> • statements about Spanish as a global language • statements about communities of Spanish speakers in different countries and regions
	<ul style="list-style-type: none"> • considered identification of ways that languages change: <ul style="list-style-type: none"> – through contact with other languages – due to new technologies • considered examples of: <ul style="list-style-type: none"> – Spanish words used in English – words used in Spanish that are borrowed from other languages 	<ul style="list-style-type: none"> • informed identification of ways that languages change: <ul style="list-style-type: none"> – through contact with other languages – due to new technologies • informed examples of: <ul style="list-style-type: none"> – Spanish words used in English – words used in Spanish that are borrowed from other languages 	<ul style="list-style-type: none"> • identification of ways that languages change: <ul style="list-style-type: none"> – through contact with other languages – due to new technologies • examples of: <ul style="list-style-type: none"> – Spanish words used in English (AS19) – words used in Spanish that are borrowed from other languages (AS20) 	<ul style="list-style-type: none"> • partial identification of ways that languages change: <ul style="list-style-type: none"> – through contact with other languages – due to new technologies • partial examples of: <ul style="list-style-type: none"> – Spanish words used in English – words used in Spanish that are borrowed from other languages 	<ul style="list-style-type: none"> • statements about ways that languages change: <ul style="list-style-type: none"> – through contact with other languages – due to new technologies • fragmented examples of: <ul style="list-style-type: none"> – Spanish words used in English – words used in Spanish that are borrowed from other languages
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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
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) and from other sources to ensure consistent understanding.

Term	Description
accuracy; accurate	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
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, <i>communicating</i> refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes: <ul style="list-style-type: none">• 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 language use; students demonstrate <i>communicating</i> by: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 'I took my umbrella [because it was raining]'• 'The man [who came to dinner] is my brother.'

Term	Description
confident	<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"> • 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	<p>thought about deliberately with a purpose;</p> <p>in Languages, <i>considered</i> responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language</p>
culture	<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"> • 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	<p>meeting the assigned purpose in a way that produces a desired or intended result; 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"> • 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; <p>students demonstrate <i>effective usage</i> in the four major language skills:</p> <ul style="list-style-type: none"> • 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	<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 fragmented group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning</p>
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. <ul style="list-style-type: none"> • 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, <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"> • 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 <i>informed usage</i> in the four major language skills: <ul style="list-style-type: none"> • 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
metalinguage	a vocabulary used to discuss language conventions and use; e.g. language used to talk about: <ul style="list-style-type: none"> • 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; <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
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

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	<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>
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	<p>to perceive what is meant, grasp an idea, and to be thoroughly familiar with;</p> <p>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"> • knowledge of the language system • variability in language use • reflection on language and culture
use; using	to operate or put into effect