

# Years 7 and 8 standard elaborations — Australian Curriculum: Spanish

## Years 7 to 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 8, students share information about their personal worlds, including personal details, family, friends, leisure activities, likes and dislikes, for example, *Hola amigo, ¿Cómo estás? Me gusta tocar la guitarra, No me gusta comer carne* <sup>AS1</sup>. They interact with one another in shared activities, negotiations, games and events, using modelled language to ask and respond to familiar questions, give and respond to instructions (for example, *Haz click sobre la imagen del monumento. Escoge la palabra correcta* <sup>AS2</sup>), request help or permission (for example, *¿Me puede ayudar ...?, ¿Cómo se dice ... en español? ¿Puedo ir a beber agua? ¿Salimos al recreo ya?* <sup>AS3</sup>), and express opinions (for example, *Creo que ... ¡Qué sorpresa!* <sup>AS4</sup>). When interacting, students approximate Spanish sounds and use intonation to distinguish between statements (for example, *Juan estudia español* <sup>AS5</sup>), questions (for example, *¿Cómo se dice ...?* <sup>AS6</sup>), exclamations (for example, *Juan, ¡estudia español!* <sup>AS7</sup>) and requests (for example, *¿me das un chocolate?* <sup>AS8</sup>). They obtain factual information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. They describe characters, experiences and ideas using high-frequency vocabulary, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions. When constructing sentences, students apply gender and number agreement to definite and indefinite articles, nouns and adjectives (for example, *la luna clara, los bolsos rojos, un amigo español, unas estudiantes extranjeras* <sup>AS9</sup>). Students apply grammatical rules in relation to conjugation of verbs (for example, *La bicicleta roja tiene un cesto negro, Tenemos los libros de lectura amarillos* <sup>AS10</sup>), and use the two verbs for 'to be' (*ser* and *estar* <sup>AS11</sup>) in modelled examples (for example, *Eres española / Estás en Australia, Soy alto y delgado / Estoy en año 8* <sup>AS12</sup>). They apply Spanish writing conventions such as inverted question and exclamation marks such as *¡No me digas!* <sup>AS13</sup>. They work in Spanish and English to translate texts, and create simple bilingual texts. They describe their own experiences of using Spanish and explain how aspects of their identity influence their intercultural exchanges.

Students identify and apply rules for pronunciation and grammar and use metalanguage in Spanish to explain basic features of language, texts and grammar, making connections with terms such as 'verb', 'adjective', 'noun' and 'agreement' that are used in English learning, and incorporating concepts such as grammatical gender. They identify the need to adjust language to suit different situations and relationships (for example, *¡Hasta pronto Doña Clara!* <sup>AS14</sup>). Students describe the distribution of communities of Spanish speakers in different countries and regions and know that Spanish is spoken in a variety of forms in different communities. They identify how languages and cultures change through contact, and give examples of Spanish words used in English such as 'patio', 'chocolate' <sup>AS15</sup> and words used in Spanish that are borrowed from other languages such as *shopping, tiquet* <sup>AS16</sup>. They identify cultural aspects of language use that are reflected in everyday interactions such as emailing, text messaging, gift-giving and apologising <sup>AS17</sup> (for example, *Lo siento mucho Don Pedro* <sup>AS18</sup>).

<b>Key</b>	<sup>AS1</sup> , <sup>ASx</sup> 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 7 and 8 Spanish standard elaborations

	A	B	C	D	E
<b>The folio of a student’s work has the following characteristics:</b>					
<b>Communicating</b>	<p><b>considered</b> sharing of information about personal worlds, including personal details, family, friends, leisure activities, likes and dislikes</p>	<p><b>effective</b> sharing of information about personal worlds, including personal details, family, friends, leisure activities, likes and dislikes</p>	<p>sharing of information about personal worlds, including personal details, family, friends, leisure activities, likes and dislikes <b>(AS1)</b></p>	<p><b>partial</b> sharing of information about personal worlds, including personal details, family, friends, leisure activities, likes and dislikes</p>	<p><b>fragmented</b> sharing of information about personal worlds, including personal details, family, friends, leisure activities, likes and dislikes</p>
	<p><b>purposeful</b> interaction with others in shared activities, negotiations, games and events, using modelled language to:</p> <ul style="list-style-type: none"> <li>ask and respond to familiar questions</li> <li>give and respond to instructions</li> <li>request help or permission</li> <li>express opinions</li> </ul>	<p><b>effective</b> interaction with others in shared activities, negotiations, games and events, using modelled language to:</p> <ul style="list-style-type: none"> <li>ask and respond to familiar questions</li> <li>give and respond to instructions</li> <li>request help or permission</li> <li>express opinions</li> </ul>	<p>interaction with others in shared activities, negotiations, games and events, using modelled language to:</p> <ul style="list-style-type: none"> <li>ask and respond to familiar questions</li> <li>give and respond to instructions <b>(AS2)</b></li> <li>request help or permission <b>(AS3)</b></li> <li>express opinions <b>(AS4)</b></li> </ul>	<p><b>partial</b> interaction with others in shared activities, negotiations, games and events, using modelled language to:</p> <ul style="list-style-type: none"> <li>ask and respond to familiar questions</li> <li>give and respond to instructions</li> <li>request help or permission</li> <li>express opinions</li> </ul>	<p><b>fragmented</b> interaction with others in shared activities, negotiations, games and events, using modelled language to:</p> <ul style="list-style-type: none"> <li>ask and respond to familiar questions</li> <li>give and respond to instructions</li> <li>request help or permission</li> <li>express opinions</li> </ul>
	<p>interaction with others using <b>considered</b> approximation of Spanish sounds and intonation to distinguish between:</p> <ul style="list-style-type: none"> <li>statements</li> <li>questions</li> <li>exclamation</li> <li>requests</li> </ul>	<p>interaction with others using <b>informed</b> approximation of Spanish sounds and intonation to distinguish between:</p> <ul style="list-style-type: none"> <li>statements</li> <li>questions</li> <li>exclamation</li> <li>requests</li> </ul>	<p>interaction with others using approximation of Spanish sounds and intonation to distinguish between:</p> <ul style="list-style-type: none"> <li>statements <b>(AS5)</b></li> <li>questions <b>(AS6)</b></li> <li>exclamations <b>(AS7)</b></li> <li>requests <b>(AS8)</b></li> </ul>	<p>interaction with others using <b>partial</b> approximation of Spanish sounds and intonation to distinguish between:</p> <ul style="list-style-type: none"> <li>statements</li> <li>questions</li> <li>exclamation</li> <li>requests</li> </ul>	<p>interaction with others using <b>fragmented</b> approximation of Spanish sounds and intonation to distinguish between <b>elements of</b>:</p> <ul style="list-style-type: none"> <li>statements</li> <li>questions</li> <li>exclamation</li> <li>requests</li> </ul>

	A	B	C	D	E
Communicating	<p><b>considered</b> obtainment of factual information and <b>considered</b> identification of key points from different sources, with <b>purposeful</b> use of non-verbal and contextual clues to help make meaning</p>	<p><b>informed</b> obtainment of factual information and <b>informed</b> identification of key points from different sources, with <b>effective</b> use of non-verbal and contextual clues to help make meaning</p>	<p>obtainment of factual information and identification of key points from different sources, with use of non-verbal and contextual clues to help make meaning</p>	<p><b>partial</b> obtainment of factual information and <b>partial</b> identification of key points from different sources, with <b>partial</b> use of non-verbal and contextual clues to help make meaning</p>	<p><b>fragmented</b> obtainment of factual information and <b>fragmented</b> identification of key points from different sources, with <b>fragmented</b> use of non-verbal and contextual clues to help make meaning</p>
	<ul style="list-style-type: none"> <li>• <b>considered</b> description of characters, experiences and ideas using high-frequency vocabulary</li> <li>• <b>purposeful</b> creation of short informative and imaginative texts using modelled sentence structures and formulaic expressions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>informed</b> description of characters, experiences and ideas using high-frequency vocabulary</li> <li>• <b>effective</b> creation of short informative and imaginative texts using modelled sentence structures and formulaic expressions</li> </ul>	<ul style="list-style-type: none"> <li>• description of characters, experiences and ideas using high-frequency vocabulary</li> <li>• creation of short informative and imaginative texts using modelled sentence structures and formulaic expressions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>partial</b> description of characters, experiences and ideas using high-frequency vocabulary</li> <li>• <b>partial</b> creation of short informative and imaginative texts using modelled sentence structures and formulaic expressions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>fragmented</b> description of characters, experiences and ideas using high-frequency vocabulary</li> <li>• <b>fragmented</b> creation of short informative and imaginative texts using modelled sentence structures and formulaic expressions</li> </ul>
	<p><b>considered</b> application of gender and number agreement to:</p> <ul style="list-style-type: none"> <li>• definite and indefinite articles</li> <li>• nouns and adjectives</li> </ul>	<p><b>informed</b> application of gender and number agreement to:</p> <ul style="list-style-type: none"> <li>• definite and indefinite articles</li> <li>• nouns and adjectives</li> </ul>	<p>application of gender and number agreement to:</p> <ul style="list-style-type: none"> <li>• definite and indefinite articles</li> <li>• nouns and adjectives (AS9)</li> </ul>	<p><b>partial</b> application of gender and number agreement to:</p> <ul style="list-style-type: none"> <li>• definite and indefinite articles</li> <li>• nouns and adjectives</li> </ul>	<p><b>fragmented</b> application of gender and number agreement to:</p> <ul style="list-style-type: none"> <li>• definite and indefinite articles</li> <li>• nouns and adjectives</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>considered</b> application of grammatical rules in relation to conjugation of verbs</li> <li>• <b>considered</b> use of the two verbs for 'to be' in modelled examples</li> </ul>	<ul style="list-style-type: none"> <li>• <b>informed</b> application of grammatical rules in relation to conjugation of verbs</li> <li>• <b>informed</b> use of the two verbs for 'to be' in modelled examples</li> </ul>	<ul style="list-style-type: none"> <li>• application of grammatical rules in relation to conjugation of verbs (AS10)</li> <li>• use of the two verbs for 'to be' (AS11) in modelled examples (AS12)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>partial</b> application of grammatical rules in relation to conjugation of verbs</li> <li>• <b>partial</b> use of the two verbs for 'to be' in modelled examples</li> </ul>	<ul style="list-style-type: none"> <li>• <b>fragmented</b> application of grammatical rules in relation to conjugation of verbs</li> <li>• <b>fragmented</b> use of the two verbs for 'to be' in modelled examples</li> </ul>
	<p><b>considered</b> application of Spanish writing conventions such as inverted question and exclamation marks</p>	<p><b>informed</b> application of Spanish writing conventions such as inverted question and exclamation marks</p>	<p>application of Spanish writing conventions such as inverted question and exclamation marks (AS13)</p>	<p><b>partial</b> application of Spanish writing conventions such as inverted question and exclamation marks</p>	<p><b>fragmented</b> application of Spanish writing conventions such as inverted question and exclamation marks</p>

	A	B	C	D	E
Communicating	<ul style="list-style-type: none"> <li>considered translation of texts in Spanish and English</li> <li>considered creation of simple bilingual texts in Spanish and English</li> </ul>	<ul style="list-style-type: none"> <li>informed translation of texts in Spanish and English</li> <li>effective creation of simple bilingual texts in Spanish and English</li> </ul>	<ul style="list-style-type: none"> <li>translation of texts in Spanish and English</li> <li>creation of simple bilingual texts in Spanish and English</li> </ul>	<ul style="list-style-type: none"> <li>partial translation of texts in Spanish and English</li> <li>partial creation of simple bilingual texts in Spanish and English</li> </ul>	<ul style="list-style-type: none"> <li>fragmented translation of texts in Spanish and English</li> <li>fragmented creation of simple bilingual texts in Spanish and English</li> </ul>
	<ul style="list-style-type: none"> <li>considered description of their own experiences of using Spanish</li> <li>considered explanation of how aspects of their identity influence their intercultural exchanges</li> </ul>	<ul style="list-style-type: none"> <li>informed description of their own experiences of using Spanish</li> <li>informed explanation of how aspects of their identity influence their intercultural exchanges</li> </ul>	<ul style="list-style-type: none"> <li>description of their own experiences of using Spanish</li> <li>explanation of how aspects of their identity influence their intercultural exchanges</li> </ul>	<ul style="list-style-type: none"> <li>partial description of their own experiences of using Spanish</li> <li>partial explanation of how aspects of their identity influence their intercultural exchanges</li> </ul>	<ul style="list-style-type: none"> <li>fragmented description of their own experiences of using Spanish</li> <li>fragmented explanation of how aspects of their identity influence their intercultural exchanges</li> </ul>
Understanding	<ul style="list-style-type: none"> <li>considered identification and application of rules for pronunciation and grammar</li> <li>purposeful use of metalanguage in Spanish to explain basic features of language, texts and grammar</li> <li>considered connections with terms such as 'verb', 'adjective', 'noun' and 'agreement' that are used in English learning</li> <li>purposeful incorporation of concepts such as grammatical gender</li> </ul>	<ul style="list-style-type: none"> <li>informed identification and application of rules for pronunciation and grammar</li> <li>effective use of metalanguage in Spanish to explain basic features of language, texts and grammar</li> <li>informed connections with terms such as 'verb', 'adjective', 'noun' and 'agreement' that are used in English learning</li> <li>effective incorporation of concepts such as grammatical gender</li> </ul>	<ul style="list-style-type: none"> <li>identification and application of rules for pronunciation and grammar</li> <li>use of metalanguage in Spanish to explain basic features of language, texts and grammar</li> <li>connections with terms such as 'verb', 'adjective', 'noun' and 'agreement' that are used in English learning</li> <li>incorporation of concepts such as grammatical gender</li> </ul>	<ul style="list-style-type: none"> <li>partial identification and application of rules for pronunciation and grammar</li> <li>partial use of metalanguage in Spanish to explain basic features of language, texts and grammar</li> <li>partial connections with terms such as 'verb', 'adjective', 'noun' and 'agreement' that are used in English learning</li> <li>partial incorporation of concepts such as grammatical gender</li> </ul>	<ul style="list-style-type: none"> <li>fragmented identification and application of rules for pronunciation and grammar</li> <li>elements of use of metalanguage in Spanish to explain basic features of language, texts and grammar</li> <li>fragmented connections with terms such as 'verb', 'adjective', 'noun' and 'agreement' that are used in English learning</li> <li>fragmented incorporation of concepts such as grammatical gender</li> </ul>
	<p>considered identification of the need to adjust language to suit different situations and relationships</p>	<p>informed identification of the need to adjust language to suit different situations and relationships</p>	<p>identification of the need to adjust language to suit different situations and relationships (AS14)</p>	<p>partial identification of the need to adjust language to suit different situations and relationships</p>	<p>statements about the need to adjust language to suit different situations and relationships</p>

	A	B	C	D	E
Understanding	<ul style="list-style-type: none"> <li>• <b>considered</b> description of the distribution of communities of Spanish speakers in different countries and regions</li> <li>• <b>considered</b> knowledge that Spanish is spoken in a variety of forms in different communities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>informed</b> description of the distribution of communities of Spanish speakers in different countries and regions</li> <li>• <b>informed</b> knowledge that Spanish is spoken in a variety of forms in different communities</li> </ul>	<ul style="list-style-type: none"> <li>• description of the distribution of communities of Spanish speakers in different countries and regions</li> <li>• knowledge that Spanish is spoken in a variety of forms in different communities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>partial</b> description of the distribution of communities of Spanish speakers in different countries and regions</li> <li>• <b>partial</b> knowledge that Spanish is spoken in a variety of forms in different communities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>fragmented</b> description of the distribution of communities of Spanish speakers in different countries and regions</li> <li>• <b>fragmented</b> knowledge that Spanish is spoken in a variety of forms in different communities</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>considered</b> identification of how languages and cultures change through contact</li> <li>• <b>considered</b> examples of: <ul style="list-style-type: none"> <li>– Spanish words used in English</li> <li>– words used in Spanish that are borrowed from other languages</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>informed</b> identification of how languages and cultures change through contact</li> <li>• <b>informed</b> examples of: <ul style="list-style-type: none"> <li>– Spanish words used in English</li> <li>– words used in Spanish that are borrowed from other languages</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• identification of how languages and cultures change through contact</li> <li>• examples of: <ul style="list-style-type: none"> <li>– Spanish words used in English (<a href="#">AS15</a>)</li> <li>– words used in Spanish that are borrowed from other languages (<a href="#">AS16</a>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>partial</b> identification of how languages and cultures change through contact</li> <li>• <b>partial</b> examples of: <ul style="list-style-type: none"> <li>– Spanish words used in English</li> <li>– words used in Spanish that are borrowed from other languages</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>fragmented</b> identification of how languages and cultures change through contact</li> <li>• <b>fragmented</b> examples of: <ul style="list-style-type: none"> <li>– Spanish words used in English</li> <li>– words used in Spanish that are borrowed from other languages</li> </ul> </li> </ul>
	<p><b>considered</b> identification of cultural aspects of language use that are reflected in everyday interactions</p>	<p><b>informed</b> identification of cultural aspects of language use that are reflected in everyday interactions</p>	<p>identification of cultural aspects of language use that are reflected in everyday interactions (<a href="#">AS17</a>, <a href="#">AS18</a>)</p>	<p><b>partial</b> identification of cultural aspects of language use that are reflected in everyday interactions</p>	<p><b>fragmented</b> identification of cultural aspects of language use that are reflected in everyday interactions</p>

**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 7 and 8 Spanish SEs

These terms clarify the descriptors in the Years 7 and 8 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>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</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>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>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</i> usage 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>element; 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
<b>fluent</b>	able to speak, write, translate and interpret <b>readily</b>



Term	Description
<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>metalanguage</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>obtain; obtainment</b>	get or acquire
<b>partial</b>	attempted; incomplete evidence provided
<b>purposeful</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 <b>effective</b> and <b>informed</b>
<b>recognise; recognition</b>	to be aware of or acknowledge
<b>responses; respond</b>	to react to a person or text
<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

Term	Description
<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>	<p>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</p>
<b>understand; understanding</b>	<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"> <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>	<p>to operate or put into effect</p>
<b>work; working</b>	<p>operate</p>