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|  | Years 7 and 8 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 7 and 8 Australian Curriculum: Spanish achievement standard Prep to Year 10 sequence | |
| By the end of Year 8, students use written and spoken Spanish for classroom interactions, to carry out transactions and to exchange views and experiences with peers and others in a range of contexts. They use rehearsed and spontaneous language to give and follow instructions and engage in discussions, such as expressing or rejecting points of view (for example, ¿Estás de acuerdo?, verdadero/falso, ¿qué te parece?, ¿cuándo?, ¿cómo?, ¿por qué? [AS1](#SE1" \o "SE link 1, Alt+Left to return )). They apply appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types (for example, ¿Nos vamos?, ¡Nos vamos!, Pasó por aquí/Paso por aquí [AS2](#SE2)), and use interrogative and imperative moods (for example, ¿Has comido? ¡Abre la puerta! [AS3](#SE3)). They locate, summarise and analyse information and ideas on topics of interest from a range of texts, and communicate information, different perspectives and their own opinions such as a mí me parece … [AS4](#SE4), using different modes of presentation. They describe their responses to different imaginative texts by expressing opinions (for example, en mi opinión, personalmente yo prefiero, estoy de acuerdo [AS5](#SE5"\o "SE link 5, Alt+Left to return )), stating preferences (for example, después de pensarlo, yo …, prefiero más bien ...es buena/mala idea [AS6](#SE6)), and comparing ways in which people, places and experiences are represented (for example, mejor que … peor que ... más ... menos [AS7](#SE7)). They draw on past experiences or future possibilities to create imaginative texts using regular (for example, caminar, beber, vivir [AS8](#SE8"\o "SE link 8, Alt+Left to return )) and irregular verbs (for example, estar, tener, ir [AS9](#SE9" \o "SE link 9, Alt+Left to return )) in a range of tenses including present (vivo [AS10](#SE10)), present perfect (he vivido [AS11](#SE11)), preterite (viví [AS12](#SE12)), imperfect (vivía [AS13](#SE13)) and future (viviré [AS14](#SE14)). They use descriptive vocabulary, such as numbers, adjectives (for example, generoso, simpático, listo, amistoso, azul, rosa, café [AS15](#SE15" \o "SE link 15, Alt+Left to return )) and adverbs (for example, generalmente, raramente, nunca [AS16](#SE16" \o "SE link 16, Alt+Left to return )), to extend and elaborate their texts. They use cohesive devices such as y, o, porque, cuando, por eso, pero, puesto que, debido a, y, pues, para [AS17](#SE17" \o "SE link 17, Alt+Left to return ) and prepositions such as antes del atardecer, dentro de la casa [AS18](#SE18" \o "SE link 18, Alt+Left to return ) in own language production to create cohesion. Students translate texts on familiar topics and produce texts in Spanish and English, comparing their different versions and considering possible explanations for variations. When participating in intercultural experiences they identify similarities and differences in language use and cultural expression. They identify significant people, places, events and influences in their lives and explain why these are important to their own sense of identity.  Students know that in Spanish there are words that are spelled and pronounced the same but that have different meanings, such as pila (pile or battery) [AS19](#SE19" \o "SE link 19, Alt+Left to return ), and that a word often takes on a different meaning when an accent is added, for example, papá (‘father’) and papa (‘potato’), and the definite article el and pronoun él (‘he’ or ‘him’) [AS20](#SE20" \o "SE link 20, Alt+Left to return ). They use metalanguage to explain features of language, texts and grammar and to identify how text structures and language features vary between different types of texts. Students explain how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships. They identify how Spanish both influences and is influenced by other languages and is spoken in a variety of forms in communities around the world. They explain why meanings and reactions vary according to the cultural assumptions that people bring to intercultural experiences and interactions. | |
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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 7 and 8 Spanish standard elaborations

|  | A | B | C | D | E |
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|  | The folio of a student’s work has the following characteristics: | | | | |
| Communicating | considered use of written and spoken Spanish:   * for classroom interactions * to carry out transactions * to exchange views and experiences with peers and others in a range of contexts | effective use of written and spoken Spanish:   * for classroom interactions * to carry out transactions * to exchange views and experiences with peers and others in a range of contexts | use of written and spoken Spanish:   * for classroom interactions * to carry out transactions * to exchange views and experiences with peers and others in a range of contexts | partial use of written and spoken Spanish:   * for classroom interactions * to carry out transactions * to exchange views and experiences with peers and others in a range of contexts | fragmented use of written and spoken Spanish:   * for classroom interactions * to carry out transactions * to exchange views and experiences with peers and others in a range of contexts |
| considered use of rehearsed and spontaneous language to:   * give and follow instructions * engage in discussions, such as expressing or rejecting points of view | effective use of rehearsed and spontaneous language to:   * give and follow instructions * engage in discussions, such as expressing or rejecting points of view | use of rehearsed and spontaneous language to:   * give and follow instructions * engage in discussions, such as expressing or rejecting points of view ([AS1](#AS1" \o "AS1, Alt+Left to return )) | partial use of rehearsed and spontaneous language to:   * give and follow instructions * engage in discussions, such as expressing or rejecting points of view | fragmented use of rehearsed and spontaneous language to:   * give and follow instructions * engage in discussions, such as expressing or rejecting points of view |
| * considered application of appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types * considered use of interrogative and imperative moods | * informed application of appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types * informed use of interrogative and imperative moods | * application of appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types ([AS2](#AS2" \o "AS2, Alt+Left to return )) * use of interrogative and imperative moods ([AS3](#AS3" \o "AS3, Alt+Left to return )) | * partial application of appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types * partial use of interrogative and imperative moods | * fragmented application of appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types * fragmented use of interrogative and imperative moods |
| Communicating | * considered location, summarisation and analysis of information and ideas on topics of interest from a range of texts * fluent communication of information, different perspectives and their own opinions using different modes of presentation | * informed location, summarisation and analysis of information and ideas on topics of interest from a range of texts * effective communication of information, different perspectives and their own opinions using different modes of presentation | * location, summarisation and analysis of information and ideas on topics of interest from a range of texts * communication of information, different perspectives and their own opinions ([AS4](#AS4" \o "AS4, Alt+Left to return )) using different modes of presentation | * partial location, summarisation and analysis of information and ideas on topics of interest from a range of texts * basic communication of information, different perspectives and their own opinions using different modes of presentation | * fragmented location, summarisation and analysis of information and ideas on topics of interest from a range of texts * fragmented communication of information, different perspectives and their own opinions using different modes of presentation |
| description of responses to different imaginative texts by:   * purposeful expression of opinions * considered statement of preferences * purposeful comparison of ways in which people, places and experiences are represented | description of responses to different imaginative texts by:   * effective expression of opinions * informed statement of preferences * informed comparison of ways in which people, places and experiences are represented | description of responses to different imaginative texts by:   * expression of opinions ([AS5](#AS5" \o "AS4, Alt+Left to return )) * statement of preferences ([AS6](#AS6" \o "AS6, Alt+Left to return )) * comparison of ways in which people, places and experiences are represented ([AS7](#AS7" \o "AS7, Alt+Left to return )) | description of their responses to different imaginative texts by:   * partial expression of opinions * partial statement of preferences * partial comparison of ways in which people, places and experiences are represented | description of their responses to different imaginative texts by:   * fragmented expression of opinions * fragmented statements of preferences * fragmented comparison of ways in which people, places and experiences are represented |
| purposeful creation of imaginative texts by drawing on past experiences or future possibilities using regular and irregular verbs in a range of tenses including:   * present * present perfect * preterite * imperfect * future | effective creation of imaginative texts by drawing on past experiences or future possibilities using regular and irregular verbs in a range of tenses including:   * present * present perfect * preterite * imperfect * future | creation of imaginative texts by drawing on past experiences or future possibilities using regular ([AS8](#AS8" \o "AS8, Alt+Left to return )) and irregular verbs ([AS9](#AS9" \o "AS9, Alt+Left to return )) in a range of tenses including:   * present ([AS10](#AS10" \o "AS10, Alt+Left to return )) * present perfect ([AS11](#AS11" \o "AS11, Alt+Left to return )) * preterite ([AS12](#AS12" \o "AS12, Alt+Left to return )) * imperfect ([AS13](#AS13" \o "AS13, Alt+Left to return )) * future ([AS14](#AS14" \o "AS14, Alt+Left to return )) | partial creation of imaginative texts by drawing on past experiences or future possibilities using regular and irregular verbs in a range of tenses including:   * present * present perfect * preterite * imperfect * future | fragmented creation of imaginative texts by drawing on past experiences or future possibilities using regular and irregular verbs in a range of tenses including:   * present * present perfect * preterite * imperfect * future |
| Communicating | considered use of descriptive vocabulary, such as numbers, adjectives and adverbs, to extend and elaborate their texts | effective use of descriptive vocabulary, such as numbers, adjectives and adverbs, to extend and elaborate their texts | use of descriptive vocabulary, such as numbers, adjectives ([AS15](#AS15" \o "AS15, Alt+Left to return )) and adverbs ([AS16](#AS16" \o "AS16, Alt+Left to return )), to extend and elaborate their texts | partial use of descriptive vocabulary, such as numbers, adjectives and adverbs, to extend and elaborate their texts | fragmented use of descriptive vocabulary, such as numbers, adjectives and adverbs, to extend and elaborate their texts |
| purposeful use of cohesive devices and prepositionsin own language production to create cohesion | effective use of cohesive devices and prepositionsin own language production to create cohesion | use of cohesive devices ([AS17](#AS17" \o "AS17, Alt+Left to return )) and prepositions ([AS18](#AS18" \o "AS18, Alt+Left to return ))in own language production to create cohesion | partial use of cohesive devices and prepositionsin own language production to create cohesion | fragmented use of cohesive devices and prepositionsin own language production to create cohesion |
| * considered translation of texts on familiar topics * purposeful production of texts in Spanish and English and considered comparison of the different versions * purposeful consideration of possible explanations for variations | * informed translation of texts on familiar topics * effective production of texts in Spanish and English and informed comparison of the different versions * informed consideration of possible explanations for variations | * translation of texts on familiar topics * production of texts in Spanish and English and comparison of the different versions * consideration of possible explanations for variations | * partial translation of texts on familiar topics * partial production of texts in Spanish and English and comparison of aspects of the different versions * partial consideration for variations | * fragmented translation of texts on familiar topics * fragmented production of texts in Spanish and English and statements about the different versions * statements about variations |
| considered identification of similarities and differences in language use and cultural expression when participating in intercultural experiences | informed identification of similarities and differences in language use and cultural expression when participating in intercultural experiences | identification of similarities and differences in language use and cultural expression when participating in intercultural experiences | partial identification of similarities and differences in language use and cultural expression when participating in intercultural experiences | fragmented identification of similarities and differences in language use and cultural expression when participating in intercultural experiences |
| considered identification of significant people, places, events and influences in their lives and considered explanation of why these are important to their own sense of identity | informed identification of significant people, places, events and influences in their lives and informed explanation of why these are important to their own sense of identity | identification of significant people, places, events and influences in their lives and  explanation of why these are important to their own sense of identity | partial identification of significant people, places, events and influences in their lives and partial explanation of why these are important to their own sense of identity | fragmented identification of significant people, places, events and influences in their lives and statements about why these are important to their own sense of identity |
| Understanding | considered knowledge that in Spanish:   * there are words that are spelled and pronounced the same but that have different meanings * a word often takes on a different meaning when an accent is added | informed knowledge that in Spanish:   * there are words that are spelled and pronounced the same but that have different meanings * a word often takes on a different meaning when an accent is added | knowledge that in Spanish:   * there are words that are spelled and pronounced the same but that have different meanings ([AS19](#AS19" \o "AS19, Alt+Left to return )) * a word often takes on a different meaning when an accent is added ([AS20](#AS20" \o "AS20, Alt+Left to return )) | partial knowledge that in Spanish:   * there are words that are spelled and pronounced the same but that have different meanings * a word often takes on a different meaning when an accent is added | fragmented knowledge that in Spanish:   * there are words that are spelled and pronounced the same but that have different meanings * a word often takes on a different meaning when an accent is added |
| purposeful use of metalanguage to:   * explain features of language, texts and grammar * identify how text structures and language features vary between different types of texts | effective use of metalanguage to:   * explain features of language, texts and grammar * identify how text structures and language features vary between different types of texts | use of metalanguage to:   * explain features of language, texts and grammar * identify how text structures and language features vary between different types of texts | partial use of metalanguage to:   * explain features of language, texts and grammar * identify how text structures and language features vary between different types of texts | fragmented use of metalanguage to:   * explain features of language, texts and grammar * identify how text structures and language features vary between different types of texts |
| considered explanation of how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships | informed explanation of how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships | explanation of how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships | partial explanation of how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships | statements about how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships |
| considered identification of how Spanish:   * both influences and is influenced by other languages * is spoken in a variety of forms in communities around the world | informed identification of how Spanish:   * both influences and is influenced by other languages * is spoken in a variety of forms in communities around the world | identification of how Spanish:   * both influences and is influenced by other languages * is spoken in a variety of forms in communities around the world | partial identification of how Spanish:   * both influences and is influenced by other languages * is spoken in a variety of forms in communities around the world | statements about how Spanish:   * both influences and is influenced by other languages * is spoken in a variety of forms in communities around the world |
| Understanding | considered explanation of why meanings and reactions vary according to the cultural assumptions that people bring to intercultural experiences and interactions | informed explanation of why meanings and reactions vary according to the cultural assumptions that people bring to intercultural experiences and interactions | explanation of why meanings and reactions vary according to the cultural assumptions that people bring to intercultural experiences and interactions | explanation of aspects of why meanings and reactions vary according to the cultural assumptions that people bring to intercultural experiences and interactions | statements about why meanings and reactions vary according to the cultural assumptions that people bring to intercultural experiences and interactions |
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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 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](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 | 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)