

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* 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 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). 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), and use interrogative and imperative moods (for example, *¿Has comido? ¡Abre la puerta!* AS3). 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, 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), stating preferences (for example, *después de pensarlo, yo ..., prefiero más bien ...es buena/mala idea* AS6), and comparing ways in which people, places and experiences are represented (for example, *mejor que ... peor que ... más ... menos* AS7). They draw on past experiences or future possibilities to create imaginative texts using regular (for example, *caminar, beber, vivir* AS8) and irregular verbs (for example, *estar, tener, ir* AS9) in a range of tenses including present (*vivo* AS10), present perfect (*he vivido* AS11), preterite (*viví* AS12), imperfect (*vivía* AS13) and future (*viviré* AS14). They use descriptive vocabulary, such as numbers, adjectives (for example, *generoso, simpático, listo, amistoso, azul, rosa, café* AS15) and adverbs (for example, *generalmente, raramente, nunca* AS16), 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 and prepositions such as *antes del atardecer, dentro de la casa* AS18 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, 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. 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.

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), <i>Australian Curriculum Version 8 Spanish for Foundation–10</i> , www.australiancurriculum.edu.au/f-10-curriculum/languages/Spanish

Years 7 and 8 Spanish standard elaborations

	A	B	C	D	E
The folio of a student’s work has the following characteristics:					
Communicating	<p>considered use of written and spoken Spanish:</p> <ul style="list-style-type: none"> for classroom interactions to carry out transactions to exchange views and experiences with peers and others in a range of contexts 	<p>effective use of written and spoken Spanish:</p> <ul style="list-style-type: none"> for classroom interactions to carry out transactions to exchange views and experiences with peers and others in a range of contexts 	<p>use of written and spoken Spanish:</p> <ul style="list-style-type: none"> for classroom interactions to carry out transactions to exchange views and experiences with peers and others in a range of contexts 	<p>partial use of written and spoken Spanish:</p> <ul style="list-style-type: none"> for classroom interactions to carry out transactions to exchange views and experiences with peers and others in a range of contexts 	<p>fragmented use of written and spoken Spanish:</p> <ul style="list-style-type: none"> for classroom interactions to carry out transactions to exchange views and experiences with peers and others in a range of contexts
	<p>considered use of rehearsed and spontaneous language to:</p> <ul style="list-style-type: none"> give and follow instructions engage in discussions, such as expressing or rejecting points of view 	<p>effective use of rehearsed and spontaneous language to:</p> <ul style="list-style-type: none"> give and follow instructions engage in discussions, such as expressing or rejecting points of view 	<p>use of rehearsed and spontaneous language to:</p> <ul style="list-style-type: none"> give and follow instructions engage in discussions, such as expressing or rejecting points of view (AS1) 	<p>partial use of rehearsed and spontaneous language to:</p> <ul style="list-style-type: none"> give and follow instructions engage in discussions, such as expressing or rejecting points of view 	<p>fragmented use of rehearsed and spontaneous language to:</p> <ul style="list-style-type: none"> give and follow instructions engage in discussions, such as expressing or rejecting points of view
	<ul style="list-style-type: none"> considered application of appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types considered use of interrogative and imperative moods 	<ul style="list-style-type: none"> informed application of appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types informed use of interrogative and imperative moods 	<ul style="list-style-type: none"> application of appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types (AS2) use of interrogative and imperative moods (AS3) 	<ul style="list-style-type: none"> partial application of appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types partial use of interrogative and imperative moods 	<ul style="list-style-type: none"> fragmented application of appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types fragmented use of interrogative and imperative moods

	A	B	C	D	E
Communicating	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) using different modes of presentation 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • expression of opinions (AS5) • statement of preferences (AS6) • comparison of ways in which people, places and experiences are represented (AS7) 	description of their responses to different imaginative texts by: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • present • present perfect • preterite • imperfect • future 	creation of imaginative texts by drawing on past experiences or future possibilities using regular (AS8) and irregular verbs (AS9) in a range of tenses including: <ul style="list-style-type: none"> • present (AS10) • present perfect (AS11) • preterite (AS12) • imperfect (AS13) • future (AS14) 	partial creation of imaginative texts by drawing on past experiences or future possibilities using regular and irregular verbs in a range of tenses including: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • present • present perfect • preterite • imperfect • future

	A	B	C	D	E
Communicating	<u>considered</u> use of descriptive vocabulary, such as numbers, adjectives and adverbs, to extend and elaborate their texts	<u>effective</u> 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) and adverbs (AS16), to extend and elaborate their texts	<u>partial</u> use of descriptive vocabulary, such as numbers, adjectives and adverbs, to extend and elaborate their texts	<u>fragmented</u> use of descriptive vocabulary, such as numbers, adjectives and adverbs, to extend and elaborate their texts
	<u>purposeful</u> use of cohesive devices and prepositions in own language production to create cohesion	<u>effective</u> use of cohesive devices and prepositions in own language production to create cohesion	use of cohesive devices (AS17) and prepositions (AS18) in own language production to create cohesion	<u>partial</u> use of cohesive devices and prepositions in own language production to create cohesion	<u>fragmented</u> use of cohesive devices and prepositions in own language production to create cohesion
	<ul style="list-style-type: none"> • <u>considered</u> translation of texts on familiar topics • <u>purposeful</u> production of texts in Spanish and English and <u>considered</u> comparison of the different versions • <u>purposeful</u> consideration of possible explanations for variations 	<ul style="list-style-type: none"> • <u>informed</u> translation of texts on familiar topics • <u>effective</u> production of texts in Spanish and English and <u>informed</u> comparison of the different versions • <u>informed</u> consideration of possible explanations for variations 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • <u>partial</u> translation of texts on familiar topics • <u>partial</u> production of texts in Spanish and English and comparison of <u>aspects of</u> the different versions • <u>partial</u> consideration for variations 	<ul style="list-style-type: none"> • <u>fragmented</u> translation of texts on familiar topics • <u>fragmented</u> production of texts in Spanish and English and <u>statements about</u> the different versions • <u>statements about</u> variations
	<u>considered</u> identification of similarities and differences in language use and cultural expression when participating in intercultural experiences	<u>informed</u> 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	<u>partial</u> identification of similarities and differences in language use and cultural expression when participating in intercultural experiences	<u>fragmented</u> identification of similarities and differences in language use and cultural expression when participating in intercultural experiences
	<u>considered</u> identification of significant people, places, events and influences in their lives and <u>considered</u> explanation of why these are important to their own sense of identity	<u>informed</u> identification of significant people, places, events and influences in their lives and <u>informed</u> 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	<u>partial</u> identification of significant people, places, events and influences in their lives and <u>partial</u> explanation of why these are important to their own sense of identity	<u>fragmented</u> identification of significant people, places, events and influences in their lives and <u>statements about</u> why these are important to their own sense of identity

	A	B	C	D	E
Understanding	<p>considered knowledge that in Spanish:</p> <ul style="list-style-type: none"> 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 	<p>informed knowledge that in Spanish:</p> <ul style="list-style-type: none"> 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 	<p>knowledge that in Spanish:</p> <ul style="list-style-type: none"> there are words that are spelled and pronounced the same but that have different meanings (AS19) a word often takes on a different meaning when an accent is added (AS20) 	<p>partial knowledge that in Spanish:</p> <ul style="list-style-type: none"> 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 	<p>fragmented knowledge that in Spanish:</p> <ul style="list-style-type: none"> 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
	<p>purposeful use of metalanguage to:</p> <ul style="list-style-type: none"> explain features of language, texts and grammar identify how text structures and language features vary between different types of texts 	<p>effective use of metalanguage to:</p> <ul style="list-style-type: none"> explain features of language, texts and grammar identify how text structures and language features vary between different types of texts 	<p>use of metalanguage to:</p> <ul style="list-style-type: none"> explain features of language, texts and grammar identify how text structures and language features vary between different types of texts 	<p>partial use of metalanguage to:</p> <ul style="list-style-type: none"> explain features of language, texts and grammar identify how text structures and language features vary between different types of texts 	<p>fragmented use of metalanguage to:</p> <ul style="list-style-type: none"> explain features of language, texts and grammar identify how text structures and language features vary between different types of texts
	<p>considered explanation of how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships</p>	<p>informed explanation of how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships</p>	<p>explanation of how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships</p>	<p>partial explanation of how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships</p>	<p>statements about how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships</p>
	<p>considered identification of how Spanish:</p> <ul style="list-style-type: none"> both influences and is influenced by other languages is spoken in a variety of forms in communities around the world 	<p>informed identification of how Spanish:</p> <ul style="list-style-type: none"> both influences and is influenced by other languages is spoken in a variety of forms in communities around the world 	<p>identification of how Spanish:</p> <ul style="list-style-type: none"> both influences and is influenced by other languages is spoken in a variety of forms in communities around the world 	<p>partial identification of how Spanish:</p> <ul style="list-style-type: none"> both influences and is influenced by other languages is spoken in a variety of forms in communities around the world 	<p>statements about how Spanish:</p> <ul style="list-style-type: none"> both influences and is influenced by other languages is spoken in a variety of forms in communities around the world

	A	B	C	D	E
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

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 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) 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;</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"> • 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	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; 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