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|  | Years 9 and 10 standard elaborations — Australian Curriculum: Spanish  Years 7 to 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 9 and 10 Australian Curriculum: Spanish achievement standard Years 7 to 10 sequence | |
| By the end of Year 10, students interact in written and spoken Spanish to communicate about personal experiences, relationships and aspirations, and broader local and global issues such as the environment, social media and tourism, including issues that pertain to Spanish-speaking countries [AS1](#SE1" \o "SE link 1, Alt+Left to return ). Learners interact with peers to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language and appropriate protocols (for example, Perdona, pero no estoy de acuerdo contigo porque …, me parece mejor … ¿qué os parece si…? [AS2](#SE2" \o "SE link 2, Alt+Left to return )) to express and compare opinions, share perspectives, and express agreement or disagreement (for example, Me parece que …, ¿qué les parece?, Que buena idea, me opongo [AS3](#SE3" \o "SE link 3, Alt+Left to return )). They apply rules of pronunciation, stress and intonation to a range of sentence types. They locate, summarise and analyse information from a range of texts, and communicate different perspectives and information in a range of contexts using different modes of presentation. They respond to and create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts using appropriate Spanish writing conventions. They use grammatical elements including present, imperfect, past and future tenses, reflexive verbs, and the subjunctive mood to express emotion (for example, Como chocolate todos los días, Fui al parque ayer, Salíamos a bailar los fines de semana, Estudiaré informática en la universidad [AS4](#SE4" \o "SE link 4, Alt+Left to return )). They use appropriate forms of possessive adjectives in own language production, as well as cohesive devices and prepositions to create cohesion and interest. They use relative pronouns (for example, El programa que miraba era cómico [AS5](#SE5"\o "SE link 5, Alt+Left to return )), relative clauses (for example, Mi amigo chileno me ha dicho que quiere venir con nosotras al cine [AS6](#SE6"\o "SE link 6, Alt+Left to return )) and adverbial phrases (for example, a la derecha, con frecuencia [AS7](#SE7" \o "SE link 7, Alt+Left to return )) to extend and elaborate their written texts. They work in Spanish and English to translate and create bilingual texts, explaining words or expressions that are culturally specific such as tapas, adobe, vaquero, Vive en el quinto pino, … más largo que un día sin pan [AS8](#SE8"\o "SE link 8, Alt+Left to return ). They describe their own reactions in intercultural exchanges and explain how their own assumptions and identity influence their language use.  Students identify differences in accent and pronunciation across the Spanish-speaking world, such as the use ceceo and seseo [AS9](#SE9" \o "SE link 9, Alt+Left to return ) in different regions and countries. They use metalanguage to explain features of language (formal and informal language) and grammar (for example, las formas negativas, el futuro próximo con el verbo ir, masculino, femenino, singular, plural [AS10](#SE10" \o "SE link 10, Alt+Left to return )), and for reflecting on the experience of Spanish language and culture learning. They identify relationships between parts of words (prefixes and suffixes) and stems of words (for example, desagradable, la camioneta, la reconciliación [AS11](#SE11" \o "SE link 11, Alt+Left to return )), and how word patterns connect words in semantic families (for example, mercado, mercancía, feliz, felicidad, felicitaciones[AS12](#SE12" \o "SE link 12, Alt+Left to return )). They analyse the textual features of a range of texts in different modes and identify how these shape responses and influence meaning. They give examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences. Students describe changes in the role of Spanish as a global language and explain how language both influences and reflects culture. They know that Spanish is co-official with many other languages in a range of countries, such as Guaraní in Paraguay; Quechua in Bolivia, Ecuador and Peru; and Basque/Euskera, Catalan and Galician in Spain [AS13](#SE13" \o "SE link 12, Alt+Left to return ). They explain how meanings and interpretations vary according to the cultural assumptions that people bring to interactions, and consider how learning a second language provides the opportunity to view oneself from the perspectives of others. | |
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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 9 and 10 Spanish standard elaborations

|  | A | B | C | D | E |
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|  | The folio of a student’s work has the following characteristics: | | | | |
| Communicating | purposeful interaction in written and spoken Spanish to communicate about:   * personal experiences * relationships and aspirations * broader local and global issues | effective interaction in written and spoken Spanish to communicate about:   * personal experiences * relationships and aspirations * broader local and global issues | interaction in written and spoken Spanish to communicate about:   * personal experiences * relationships and aspirations * broader local and global issues ([AS1](#AS1" \o "AS1, Alt+Left to return )) | partial interaction in written and spoken Spanish to communicate about:   * personal experiences * relationships and aspirations * broader local and global issues | fragmented interaction in written and spoken Spanish to communicate about:   * personal experiences * relationships and aspirations * broader local and global issues |
| purposeful interaction with peers to:   * make decisions * solve problems * negotiate and plan action in response to issues | effective interaction with peers to:   * make decisions * solve problems * negotiate and plan action in response to issues | interaction with peers to:   * make decisions * solve problems * negotiate and plan action in response to issues | partial interaction with peers to:   * make decisions * solve problems * negotiate and plan action in response to issues | fragmented interaction with peers to:   * make decisions * solve problems * negotiate and plan action in response to issues |
| purposeful use of both rehearsed and spontaneous language and appropriate protocols through interactions to:   * express and compare opinions * share perspectives * express agreement or disagreement | effective use of both rehearsed and spontaneous language and appropriate protocols through interactions to:   * express and compare opinions * share perspectives * express agreement or disagreement | use of both rehearsed and spontaneous language and appropriate protocols ([AS2](#AS2" \o "AS2, Alt+Left to return )) through interactions to:   * express and compare opinions * share perspectives * express agreement or disagreement   ([AS3](#AS3" \o "AS3, Alt+Left to return )) | partial use of both rehearsed and spontaneous language and appropriate protocols through interactions to:   * express and compare opinions * share perspectives * express agreement or disagreement | fragmented use of both rehearsed and spontaneous language and appropriate protocols through interactions to:   * express and compare opinions * share perspectives * express agreement or disagreement |
| considered application of rules of pronunciation, stress and intonation to a range of sentence types | informed application of rules of pronunciation, stress and intonation to a range of sentence types | application of rules of pronunciation, stress and intonation to a range of sentence types | partial application of rules of pronunciation, stress and intonation to a range of sentence types | fragmented application of rules of pronunciation, stress and intonation to a range of sentence types |
| Communicating | considered location, summarisation and analysis of information from a range of texts | informed location, summarisation and analysis of information from a range of texts | location, summarisation and analysis of information from a range of texts | partial location, summarisation and analysis of information from a range of texts | fragmented location, summarisation and analysis of information from a range of texts |
| purposeful communication of different perspectives and information in a range of contexts using different modes of presentation | informed communication of different perspectives and information in a range of contexts using different modes of presentation | communication of different perspectives and information in a range of contexts using different modes of presentation | partial communication of different perspectives and information in a range of contexts using different modes of presentation | fragmented communication of different perspectives and information in a range of contexts using different modes of presentation |
| considered response to and purposeful creation of personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts using appropriate Spanish writing conventions | informed response to and effective creation of personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts using appropriate Spanish writing conventions | response to and creation of personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts using appropriate Spanish writing conventions | partial response to and creation of personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts using appropriate Spanish writing conventions | fragmented response to and creation of personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts using appropriate Spanish writing conventions |
| expression of emotion through considered use of grammatical elements including:   * present, imperfect, past and future tenses * reflexive verbs * the subjunctive mood | expression of emotion through effective use of grammatical elements including:   * present, imperfect, past and future tenses * reflexive verbs * the subjunctive mood | expression of emotion through use of grammatical elements including:   * present, imperfect, past and future tenses * reflexive verbs * the subjunctive mood   ([AS4](#AS4" \o "AS4, Alt+Left to return )) | expression of emotion through partial use of grammatical elements including:   * present, imperfect, past and future tenses * reflexive verbs * the subjunctive mood | expression of emotion through fragmented use of grammatical elements including:   * present, imperfect, past and future tenses * reflexive verbs * the subjunctive mood |
| purposeful creation of cohesion and interest in own language production through the use of:   * appropriate forms of possessive adjectives * cohesive devices * prepositions | effective creation of cohesion and interest in own language production through the use of:   * appropriate forms of possessive adjectives * cohesive devices * prepositions | creation of cohesion and interest in own language production through the use of:   * appropriate forms of possessive adjectives * cohesive devices * prepositions | partial creation of cohesion and interest in own language production through the use of:   * appropriate forms of possessive adjectives * cohesive devices * prepositions | fragmented creation of cohesion and interest in own language production through the use of:   * appropriate forms of possessive adjectives * cohesive devices * prepositions |
| Communicating | considered extension and elaboration of their written texts through the use of:   * relative pronouns * relative clauses * adverbial phrases | effective extension and elaboration of their written texts through the use of:   * relative pronouns * relative clauses * adverbial phrases | extension and elaboration of their written texts through the use of:   * relative pronouns ([AS5](#AS5" \o "AS4, Alt+Left to return )) * relative clauses ([AS6](#AS6" \o "AS6, Alt+Left to return )) * adverbial phrases ([AS7](#AS7" \o "AS7, Alt+Left to return )) | partial extension and elaboration of their written texts through the use of:   * relative pronouns * relative clauses * adverbial phrases | fragmented extension and elaboration of their written texts through the use of:   * relative pronouns * relative clauses * adverbial phrases |
| considered translation and creation of bilingual texts in Spanish and English, with explanations of words or expressions that are culturally specific | informed translation and creation of bilingual texts in Spanish and English, with explanations of words or expressions that are culturally specific | translation and creation of bilingual texts in Spanish and English, with explanations of words or expressions that are culturally specific ([AS8](#AS8" \o "AS8, Alt+Left to return )) | partial translation and creation of bilingual texts in Spanish and English, with explanations of words or expressions that are culturally specific | fragmented translation and creation of bilingual texts in Spanish and English, with explanations of words or expressions that are culturally specific |
| * considered description of their own reactions in intercultural exchanges * considered explanation of how their own assumptions and identity influence their language use | * informed description of their own reactions in intercultural exchanges * informed explanation of how their own assumptions and identity influence their language use | * description of their own reactions in intercultural exchanges * explanation of how their own assumptions and identity influence their language use | * partial description of their own reactions in intercultural exchanges * partial explanation of how their own assumptions and identity influence their language use | * fragmented description of their own reactions in intercultural exchanges * statements about how their own assumptions and identity influence their language use |
| Understanding | considered identification of differences in accent and pronunciation across the Spanish-speaking world | informed identification of differences in accent and pronunciation across the Spanish-speaking world | identification of differences in accent and pronunciation across the Spanish-speaking world ([AS9](#AS9" \o "AS9, Alt+Left to return )) | partial identification of differences in accent and pronunciation across the Spanish-speaking world | fragmented identification of differences in accent and pronunciation across the Spanish-speaking world |
| purposeful use of metalanguage to:   * explain features of language (formal and informal language) and grammar * reflect on the experience of Spanish language and culture learning | effective use of metalanguage to:   * explain features of language (formal and informal language) and grammar * reflect on the experience of Spanish language and culture learning | use of metalanguage to:   * explain features of language (formal and informal language) and grammar ([AS10](#AS10" \o "AS10, Alt+Left to return )) * reflect on the experience of Spanish language and culture learning | partial use of metalanguage to:   * explain features of language (formal and informal language) and grammar * reflect on the experience of Spanish language and culture learning | fragmented use of metalanguage to:   * explain features of language (formal and informal language) and grammar * reflect on the experience of Spanish language and culture learning |
| Understanding | considered identification of:   * relationships between parts of words (prefixes and suffixes) and stems of words * how word patterns connect words in semantic families | informed identification of:   * relationships between parts of words (prefixes and suffixes) and stems of words * how word patterns connect words in semantic families | identification of:   * relationships between parts of words (prefixes and suffixes) and stems of words ([AS11](#AS11" \o "AS11, Alt+Left to return )) * how word patterns connect words in semantic families ([AS12](#AS12" \o "AS12, Alt+Left to return )) | partial identification of:   * relationships between parts of words (prefixes and suffixes) and stems of words * how word patterns connect words in semantic families | fragmented identification of:   * relationships between parts of words (prefixes and suffixes) and stems of words * how word patterns connect words in semantic families |
| considered analysis of the textual features of a range of texts in different modes and identification of how these shape responses and influence meaning | informed analysis of the textual features of a range of texts in different modes and identification of how these shape responses and influence meaning | analysis of the textual features of a range of texts in different modes and identification of how these shape responses and influence meaning | partial analysis of the textual features of a range of texts in different modes and identification of how these shape responses and influence meaning | statements about the textual features of a range of texts in different modes and identification of how these shape responses and influence meaning |
| considered examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences | informed examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences | examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences | partial examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences | fragmented examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences |
| * considered description of changes in the role of Spanish as a global language * considered explanation of how language both influences and reflects culture | * informed description of changes in the role of Spanish as a global language * informed explanation of how language both influences and reflects culture | * description of changes in the role of Spanish as a global language * explanation of how language both influences and reflects culture | * partial description of changes in the role of Spanish as a global language * partial explanation of how language both influences and reflects culture | * fragmented description of changes in the role of Spanish as a global language * fragmented explanation of how language both influences and reflects culture |
| considered knowledge that Spanish is co-official with many other languages in a range of countries | informed knowledge that Spanish is co-official with many other languages in a range of countries | knowledge that Spanish is co-official with many other languages in a range of countries ([AS13](#AS13" \o "AS13, Alt+Left to return )) | partial knowledge that Spanish is co-official with many other languages in a range of countries | fragmented knowledge that Spanish is co-official with many other languages in a range of countries |
| Understanding | considered explanation of how meanings and interpretations vary according to the cultural assumptions that people bring to interactions | informed explanation of how meanings and interpretations vary according to the cultural assumptions that people bring to interactions | explanation of how meanings and interpretations vary according to the cultural assumptions that people bring to interactions | partial explanation of how meanings and interpretations vary according to the cultural assumptions that people bring to interactions | fragmented explanation of how meanings and interpretations vary according to the cultural assumptions that people bring to interactions |
| considered consideration of how learning a second language provides the opportunity to view oneself from the perspectives of others | informed consideration of how learning a second language provides the opportunity to view oneself from the perspectives of others | consideration of how learning a second language provides the opportunity to view oneself from the perspectives of others | partial consideration of how learning a second language provides the opportunity to view oneself from the perspectives of others | fragmented consideration of how learning a second language provides the opportunity to view oneself from the perspectives of others |
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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 9 and 10 Spanish SEs

These terms clarify the descriptors in the Years 9 and 10 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 |
| --- | --- |
| 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 | use or employ in a particular situation |
| 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, confidentstudents 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 |
| element; 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](#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 | able to speak, write, translate and interpret readily |
| fragmented | disjointed or isolated |
| identification; identify | to establish or indicate who or what someone or something is |
| informed | having relevant knowledge; being conversant with the topic;  in Languages, informed refers 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 | 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 |
| work | operate |

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)