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* and Year 7, and SEs are provided for the two sets of achievement standards:

- Prep to Year 10 sequence
- Years 7 to 10 sequence.

The achievement standard for languages describes the learning expected of students at each band of years. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate. Performance is represented in terms of complexity and familiarity of the standard being assessed.

In Queensland the achievement standard represents the **C standard** — a sound level of knowledge and understanding of the content, and application of skills. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Links to the achievement standard, e.g. (AS1), are provided where the achievement standard has additional examples for the descriptor. Terms are described in the Notes section following the matrix.

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* Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June.

By the end of Year 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]. 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]) 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]). 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]). 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]), relative clauses (for example, *Mi amigo chileno me ha dicho que quiere venir con nosotras al cine* [AS6]) and adverbial phrases (for example, *a la derecha*, *con frecuencia* [AS7]) 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]. 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] 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]), 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]), and how word patterns connect words in semantic families (for example, *mercado*, *mercancía*, *feliz*, *felicidad*, *felicitaciones* [AS12]). 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]. 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.

Key	[AS1], [ASx]	Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
Source		Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 Spanish for Foundation–10*, www.australiancurriculum.edu.au/f-10-curriculum/languages/Spanish

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	A	B	C	D	E
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)	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) through interactions to: • express and compare opinions • share perspectives • express agreement or disagreement (AS3)	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

	A	B	C	D	E
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)	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

	A	B	C	D	E
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) • relative clauses (AS6) • adverbial phrases (AS7)	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)	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)	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) • 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

	A	B	C	D	E
Understanding	<u>considered</u> identification of: • relationships between parts of words (prefixes and suffixes) and stems of words • how word patterns connect words in semantic families	<u>informed</u> 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) • how word patterns connect words in semantic families (AS12)	<u>partial</u> identification of: • relationships between parts of words (prefixes and suffixes) and stems of words • how word patterns connect words in semantic families	<u>fragmented</u> identification of: • relationships between parts of words (prefixes and suffixes) and stems of words • how word patterns connect words in semantic families
	<u>considered</u> analysis of the textual features of a range of texts in different modes and identification of how these shape responses and influence meaning	<u>informed</u> 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	<u>partial</u> analysis of the textual features of a range of texts in different modes and identification of how these shape responses and influence meaning	<u>statements about</u> the textual features of a range of texts in different modes and identification of how these shape responses and influence meaning
	<u>considered</u> examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences	<u>informed</u> 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	<u>partial</u> examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences	<u>fragmented</u> examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences
	• <u>considered</u> description of changes in the role of Spanish as a global language • <u>considered</u> explanation of how language both influences and reflects culture	• <u>informed</u> description of changes in the role of Spanish as a global language • <u>informed</u> 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	• <u>partial</u> description of changes in the role of Spanish as a global language • <u>partial</u> explanation of how language both influences and reflects culture	• <u>fragmented</u> description of changes in the role of Spanish as a global language • <u>fragmented</u> explanation of how language both influences and reflects culture
	<u>considered</u> knowledge that Spanish is co-official with many other languages in a range of countries	<u>informed</u> 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)	<u>partial</u> knowledge that Spanish is co-official with many other languages in a range of countries	<u>fragmented</u> knowledge that Spanish is co-official with many other languages in a range of countries

	A	B	C	D	E
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

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 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) 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, *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

Term	Description
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 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

Term	Description
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

Term	Description
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