Years 9 and 10 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 10, students use written and spoken Spanish to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. They use language spontaneously to offer opinions on social issues and to discuss young people's interests, behaviours and values across cultural contexts. They justify opinions such as *No creo que sea la mejor manera de resolver* …, *Estoy en contra de esa idea porque …* [AS1], evaluate perspectives and reflect on their own language learning. They collaboratively plan and organise events and manage diverse views by using the subjunctive mood to express emotion and doubt and give negative commands (for example; *Siento que no puedas ir a La Habana*, *Es posible que compre un reproductor MP3*, *No pienso que sea … Siento que estés enfermo … ¡No grites tanto!* [AS2]), the imperative mood for commands (for example, *Hazlo bien*, *Toma el jugo/zumo*, *Escríbeme*, *Llámala …* [AS3]), and passive voice when appropriate (for example, *se cometieron errores* [AS4]). Students locate, analyse, synthesise and evaluate ideas and information on local and global issues from a range of perspectives and sources. They present information using different modes of presentation to suit different audiences and to achieve different purposes. They select appropriate nouns and adjectives to describe values and attitudes identified in different imaginative texts, such as *Ese joven no sirve para nada* / *Es un joven valiente*, *Ellos son ilegales* / *Ellos son los refugiados* [AS5]. They produce a variety of imaginative texts that reflect ideas, attitudes or values associated with Spanish-speaking communities, applying knowledge of the imperfect (for example, *Cuando era joven vivíamos en Bogotá*, *Vivía en Granada cuando Pedro se graduó* [AS6]) and conditional tenses (for example, *Valdría la pena ver los murales de Diego Rivera* [AS7]). They use grammatical elements such as reflexive verbs (for example, *acostarse*, *cepillarse* [AS8]) and relative pronouns (for example, *el amigo que visitamos* [AS9]), and use cohesive devices (for example, *sin embargo*, *por eso*, *pero* [AS10]) to link and extend ideas, and time markers such as *al día siguiente*, *después de …, más tarde …* [AS11] for sequencing. When translating Spanish, students identify cultural perspectives and explain how they have been represented. They create bilingual texts that reflect aspects of language and culture for both English-speaking and Spanish-speaking audiences. They contribute to mutual understanding when participating in intercultural experiences, and explain how family and cultural traditions shape people's sense of identity.

Students identify connections between the variety of other languages used in different communities in the Spanish-speaking world and explain some of the variations in Spanish, such as the pronunciation of the letters *c*, *s* and *z* [AS12], and different ways of pronouncing *ll* and *y* [AS13]. They use appropriate metalanguage to explain grammatical features such as word order, tenses and subjunctive mood and the purpose and features of different texts, such as informative and persuasive texts. Students analyse the influence of language on peoples' actions, values and beliefs, including its capacity to include and exclude. They explain ways in which language and culture are interrelated and influence each other.

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	

Years 9 and 10 Spanish standard elaborations

	A	B	C	D	E
	The folio of a student's work has the following characteristics:				
Communicating	purposeful use of written and spoken Spanish to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes	effective use of written and spoken Spanish to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes	use of written and spoken Spanish to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes	partial use of written and spoken Spanish to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes	fragmented use of written and spoken Spanish to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes
	considered use of spontaneous language to: • offer opinions on social issues • discuss young people's interests, behaviours and values across cultural contexts	informed use of spontaneous language to: • offer opinions on social issues • discuss young people's interests, behaviours and values across cultural contexts	use of spontaneous language to: • offer opinions on social issues • discuss young people's interests, behaviours and values across cultural contexts	partial use of spontaneous language to: • offer opinions on social issues • discuss young people's interests, behaviours and values across cultural contexts	fragmented use of spontaneous language to: • offer opinions on social issues • discuss young people's interests, behaviours and values across cultural contexts
	• considered justification of opinions • considered evaluation of perspectives • purposeful reflection on their own language learning	• informed justification of opinions • informed evaluation of perspectives • informed reflection on their own language learning	• justification of opinions (AS1) • evaluation of perspectives • reflection on their own language learning	• partial justification of opinions • partial evaluation of perspectives • partial reflection on their own language learning	• fragmented justification of opinions • fragmented evaluation of perspectives • statements about their own language learning

	A	B	C	D	E
Communicating	collaborative planning and organisation of events and management of diverse views by appropriate and purposeful use of: • the subjunctive mood to express emotion and doubt and give negative commands • the imperative mood for commands • passive voice	collaborative planning and organisation of events and management of diverse views by appropriate and effective use of: • the subjunctive mood to express emotion and doubt and give negative commands • the imperative mood for commands • passive voice	collaborative planning and organisation of events and management of diverse views by appropriate use of: • the subjunctive mood to express emotion and doubt and give negative commands (AS2) • the imperative mood for commands (AS3) • passive voice (AS4)	collaborative planning and organisation of events and management of diverse views by partial use of: • the subjunctive mood to express emotion and doubt and give negative commands • the imperative mood for commands • passive voice	collaborative planning and organisation of events and management of diverse views by appropriate fragmented use of: • the subjunctive mood to express emotion and doubt and give negative commands • the imperative mood for commands • passive voice
	considered location, analysis, synthesis and evaluation of ideas and information on local and global issues from a range of perspectives and sources	informed location, analysis, synthesis and evaluation of ideas and information on local and global issues from a range of perspectives and sources	location, analysis, synthesis and evaluation of ideas and information on local and global issues from a range of perspectives and sources	partial location, analysis, synthesis and evaluation of ideas and information on local and global issues from a range of perspectives and sources	fragmented location, analysis, synthesis and evaluation of ideas and information on local and global issues from a range of perspectives and sources
	considered presentation of information using different modes of presentation to suit different audiences and to achieve different purposes	effective presentation of information using different modes of presentation to suit different audiences and to achieve different purposes	presentation of information using different modes of presentation to suit different audiences and to achieve different purposes	partial presentation of information using different modes of presentation to suit different audiences and to achieve different purposes	fragmented presentation of information using different modes of presentation to suit different audiences and to achieve different purposes
	purposeful selection of appropriate nouns and adjectives to describe values and attitudes identified in different imaginative texts	informed selection of appropriate nouns and adjectives to describe values and attitudes identified in different imaginative texts	selection of appropriate nouns and adjectives to describe values and attitudes identified in different imaginative texts (AS5)	partial selection of appropriate nouns and adjectives to describe values and attitudes identified in different imaginative texts	fragmented selection of appropriate nouns and adjectives to describe values and attitudes identified in different imaginative texts

	A	B	C	D	E
Communicating	<u>considered</u> production of a variety of imaginative texts that reflect ideas, attitudes or values associated with Spanish-speaking communities, with application of knowledge of: • the imperfect tense • the conditional tense	<u>informed</u> production of a variety of imaginative texts that reflect ideas, attitudes or values associated with Spanish-speaking communities, with application of knowledge of: • the imperfect tense • the conditional tense	production of a variety of imaginative texts that reflect ideas, attitudes or values associated with Spanish-speaking communities, with application of knowledge of: • the imperfect tense (AS6) • the conditional tense (AS7)	<u>partial</u> production of a variety of imaginative texts that reflect ideas, attitudes or values associated with Spanish-speaking communities, with application of knowledge of: • the imperfect tense • the conditional tense	<u>fragmented</u> production of a variety of imaginative texts that reflect ideas, attitudes or values associated with Spanish-speaking communities, with application of knowledge of: the imperfect tense • the conditional tense
	<u>purposeful</u> use of: • grammatical elements such as reflexive verbs and relative pronouns • cohesive devices to link and extend ideas • time markers for sequencing	<u>effective</u> use of: • grammatical elements such as reflexive verbs and relative pronouns • cohesive devices to link and extend ideas • time markers for sequencing	use of: • grammatical elements such as reflexive verbs (AS8) and relative pronouns (AS9) • cohesive devices to link and extend ideas (AS10) • time markers for sequencing (AS11)	<u>partial</u> use of: • grammatical elements such as reflexive verbs and relative pronouns • cohesive devices to link and extend ideas • time markers for sequencing	<u>statements about</u>: • grammatical elements such as reflexive verbs and relative pronouns • cohesive devices to link and extend ideas • time markers for sequencing
	<u>considered</u> identification of cultural perspectives and <u>considered</u> explanation of how they have been represented when translating Spanish	<u>informed</u> identification of cultural perspectives and <u>informed</u> explanation of how they have been represented when translating Spanish	identification of cultural perspectives and explanation of how they have been represented when translating Spanish	<u>partial</u> identification of cultural perspectives and <u>partial</u> explanation of how they have been represented when translating Spanish	<u>fragmented</u> identification of cultural perspectives and <u>fragmented</u> explanation of how they have been represented when translating Spanish
	<u>purposeful</u> creation of bilingual texts that reflect aspects of language and culture for both English-speaking and Spanish-speaking audiences	<u>effective</u> creation of bilingual texts that reflect aspects of language and culture for both English-speaking and Spanish-speaking audiences	creation of bilingual texts that reflect aspects of language and culture for both English-speaking and Spanish-speaking audiences	<u>partial</u> creation of bilingual texts that reflect aspects of language and culture for both English-speaking and Spanish-speaking audiences	<u>fragmented</u> creation of bilingual texts that reflect aspects of language and culture for both English-speaking and Spanish-speaking audiences

	A	B	C	D	E
Communicating	• **purposeful** contribution to mutual understanding when participating in intercultural experiences • **considered** explanation of how family and cultural traditions shape people's sense of identity	• **informed** contribution to mutual understanding when participating in intercultural experiences • **informed** explanation of how family and cultural traditions shape people's sense of identity	• contribution to mutual understanding when participating in intercultural experiences • explanation of how family and cultural traditions shape people's sense of identity	• **partial** contribution to mutual understanding when participating in intercultural experiences • **partial** explanation of how family and cultural traditions shape people's sense of identity	• **statements about** mutual understanding when participating in intercultural experiences • **statements about** how family and cultural traditions shape people's sense of identity
Understanding	• **considered** identification of connections between the variety of other languages used in different communities in the Spanish-speaking world • **considered** explanation of some of the variations in Spanish	• **informed** identification of connections between the variety of other languages used in different communities in the Spanish-speaking world • **informed** explanation of some of the variations in Spanish	• identification of connections between the variety of other languages used in different communities in the Spanish-speaking world • explanation of some of the variations in Spanish (AS12, AS13)	• **partial** identification of connections between the variety of other languages used in different communities in the Spanish-speaking world • **partial** explanation of some of the variations in Spanish	• **statements about** connections between the variety of other languages used in different communities in the Spanish-speaking world • **statements about** some of the variations in Spanish
	considered use of appropriate metalanguage to explain: • grammatical features such as word order, tenses and subjunctive mood • the purpose and features of different texts, such as informative and persuasive texts	**informed** use of appropriate metalanguage to explain: • grammatical features such as word order, tenses and subjunctive mood • the purpose and features of different texts, such as informative and persuasive texts	use of appropriate metalanguage to explain: • grammatical features such as word order, tenses and subjunctive mood • the purpose and features of different texts, such as informative and persuasive texts	**partial** use of appropriate metalanguage to explain: • grammatical features such as word order, tenses and subjunctive mood • the purpose and features of different texts, such as informative and persuasive texts	**fragmented** use of appropriate metalanguage to **make statements about**: • grammatical features such as word order, tenses and subjunctive mood • the purpose and features of different texts, such as informative and persuasive texts
	purposeful analysis of the influence of language on peoples' actions, values and beliefs, including its capacity to include and exclude	**informed** analysis of the influence of language on peoples' actions, values and beliefs, including its capacity to include and exclude	analysis of the influence of language on peoples' actions, values and beliefs, including its capacity to include and exclude	**partial** analysis of the influence of language on peoples' actions, values and beliefs, including its capacity to include and exclude	**statements about** the influence of language on peoples' actions, values and beliefs, including its capacity to include and exclude

	A	B	C	D	E
Understanding	considered explanation of ways in which language and culture are interrelated and influence each other	informed explanation of ways in which language and culture are interrelated and influence each other	explanation of ways in which language and culture are interrelated and influence each other	partial explanation of ways in which language and culture are interrelated and influence each other	statements about ways in which language and culture are interrelated and influence each other

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
accuracy; accurate	consistent with a standard, rule, convention or known facts; in Languages, *accurate* is the production of structurally correct forms of the target language
apply; applying	use or employ in a particular situation
aspects	particular parts or features
basic	fundamental; simple, elementary
communicating	a mutual and reciprocal exchange of meaning; in Languages, *communicating* refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes: • listening and speaking in relation to relevant domains of language use and text types • reading and writing in relation to relevant domains of language use and text types • communicating strategies • translating and interpreting • reflecting on intercultural langue use; students demonstrate *communicating* by: • describing the performance in the target language, both oral and written • showing evidence of written and spoken Spanish to communicate with teachers, peers and others in a range of settings and for a range of purposes
complex sentence	a sentence with one or more elements in addition to the main or independent idea or clause; in the following examples, the subordinate clauses are indicated by square brackets: • 'I took my umbrella [because it was raining]' • 'The man [who came to dinner] is my brother.'

Term	Description
confident	having strong belief or full assurance; sure; in Languages, *confident* students have a detailed knowledge and understanding of the target language and are able to use the target language in the correct context; they can: • elaborate or explain the decisions made in response to the assessment provided • manipulate the language when translating to maintain the intent of the target language
considered	thought about deliberately with a purpose; in Languages, *considered* responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language
culture	a framework in which things come to be seen as having meaning; it involves the lens through which: • people see, think, interpret the world and experience • make assumptions about self and others • understand and represent individual and community identity
demonstrate; demonstration	give a practical exhibition or explanation
description; describe	give an account of characteristics or features
effective	meeting the assigned purpose in a way that produces a desired or intended result; in Languages, *effective* refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes: • effective use of a range of vocabulary and grammar • the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted • subtleties maybe overlooked • cultural meaning is evident in responses but may not be fully developed; students demonstrate *effective usage* in the four major language skills: • listening — the speaker's attitude, purpose and intentions are recognised • reading — the purpose of the text and the writer's perspective and intention are recognised • writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent • speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
elements	a component or constituent part of a whole; any word, group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning; in Languages, *elements* refers to a single word or fragmented group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning
explain; explanation	provide additional information that demonstrates understanding of reasoning and/or application
familiar	well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method

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. • 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, *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; purposefully	intentional; done by design; focused and clearly linked to the goals of the task
range	the scope of relative situations or elements; a number or grouping of things in the same category or within specified limits; the extent to which, or the limits between which, variation is possible
read; reading	process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning; *reading* includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts
readily	promptly; quickly; easily; in a ready manner; willingly; fluently; this includes being effective and informed
recognise; recognition	to be aware of or acknowledge
responses; respond	to react to a person or text

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	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

Years 9 and 10 standard elaborations — Australian Curriculum: Spanish **Queensland Curriculum & Assessment Authority**

Prep to Year 10 sequence   May 2018

Page **11** of 11