

Prep–Year 10 and Years 7–10 (Year 7 entry sequence) Spanish

Australian Curriculum Version 9.0: Sequence of achievement standards aspects

Languages is presented in two sequences that offer different entry points into language learning: from Prep to Year 10 or Year 7 to Year 10. This resource provides both the sequence of the achievement standards aspects for Prep–Year 10 Spanish, and Years 7–10 Spanish (Year 7 entry sequence), for the Second Language Learner Pathway, organised by strands.

By breaking each achievement standard into discrete aspects, the increasing complexity of the achievement standard can be seen across Prep–Year 10. This supports teachers to identify the knowledge, understanding and skills that come before and after the enrolled year level/band.

When planning teaching, learning and assessment, teachers can use this resource to:

- plan for the range of learners within a single year level or band
- determine appropriate curriculum access points for all students
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

		Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Communicating meaning in Spanish	P–10 sequence	use play and imagination to interact and create Spanish texts, with support	use Spanish language to interact and share information related to the classroom and themselves use cues to respond to questions and instructions, and use simple formulaic language	use Spanish language to initiate structured interactions to share information related to the classroom and their personal worlds use modelled language to participate in spoken and written activities that involve planning	initiate and use strategies to maintain interactions in Spanish language that are related to their immediate environment use appropriate sound combinations, intonation and rhythm in spoken texts collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences	initiate and maintain interactions in Spanish language in familiar and some unfamiliar contexts related to a range of interests and experiences use Spanish to collaborate and problem-solve, and adjust language in response to others	contribute to and extend interactions in Spanish language in increasingly unfamiliar contexts related to a wide range of interests and issues interpret texts by evaluating and synthesising information, ideas and perspectives
			locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning	locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts	use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Spanish or English, adjusting their response to context, purpose and audience	interpret information, ideas and opinions in texts demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses	show understanding of how features of language can be used to influence audience response
	Year 7 entry sequence		use familiar words and modelled language to create texts	use modelled language and basic syntax to create texts	create texts, selecting and using a variety of vocabulary and sentence structures to suit context sequence information and ideas, and use conventions appropriate to text type	select and use vocabulary, sentence structures and expressions to create texts	create texts, selecting and manipulating language for a range of contexts, purposes and audiences apply and use complex sentences and structures to create and respond to spoken and written texts use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion
						use Spanish language to interact and collaborate with others, and to share information and plan activities in familiar contexts respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges	initiate and sustain Spanish language to exchange and compare ideas and experiences about their own and others' personal world communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events

		Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Understanding language and culture						recognise relationships between spoken and written forms locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning respond in Spanish or English, and demonstrate understanding of context, purpose and audience in texts	interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives synthesise information and respond in Spanish or English, adjusting language to convey meaning and to suit context, purpose and audience
						use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices	use structures and features of spoken and written Spanish to create texts
	P–10 sequence	identify that Spanish and English look and sound different	imitate the sounds and rhythms of spoken Spanish give examples of similarities and differences between some features of Spanish and English	imitate sound combinations and rhythms of spoken Spanish language demonstrate understanding that Spanish has non-verbal, spoken and written language conventions and rules to create and make meaning recognise that some terms have cultural meanings identify patterns in Spanish and make comparisons between Spanish and English	apply rules of pronunciation and intonation in spoken Spanish apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Spanish compare language structures and features in Spanish and English, using some metalanguage	apply the conventions of spoken Spanish to develop fluency demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning comment on structures and features of Spanish text, using metalanguage	incorporate the features and conventions of spoken Spanish to extend fluency demonstrate understanding of the conventions of spoken and written texts and the connections between them apply knowledge of language structures and features to make and predict meaning support analysis of Spanish texts, using metalanguage
		recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity	understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s) demonstrate understanding that Spanish has conventions and rules for non-verbal communication, pronunciation and writing	understand that the Spanish language is connected with culture, and identify how this is reflected in their own language(s) and culture(s)	show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity	reflect on how the Spanish language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity	reflect on their own cultural perspectives and identity, and draw on their experience of learning Spanish, to evaluate how this learning influences their ideas and ways of communicating
	Year 7 entry sequence					approximate pronunciation and intonation in spoken Spanish demonstrate understanding that Spanish has conventions and rules for non-verbal, spoken and written communication comment on aspects of Spanish and English language structures and features, using metalanguage demonstrate awareness that the Spanish language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity	apply features and conventions of spoken Spanish to enhance fluency select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts support discussion of structures and features of texts, using metalanguage reflect on their own language use and cultural identity, and draw on their experience of learning Spanish, to discuss how this learning influences their ideas and ways of communicating

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au or email the K–10 Curriculum and Assessment Branch at australiancurriculum@qcaa.qld.edu.au.

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