

# Comparison of AC v8.4 to v9.0

## Years 1–2 band: Languages/Spanish

Key	same/refined	removed	new	moved
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**Note:**

- the key applies to the content descriptions only
- v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

Version 8.4		Version 9.0		
Achievement standard		Achievement standard		
<p>By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves and exchange greetings such as Buenos días/tardes/noches, and farewells (for example, hasta pronto). They use simple repetitive language and respond to simple instructions when participating in classroom routines, games and shared activities, for example, Sal de aquí, Párate en la puerta. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce distinctive sounds of the Spanish language, including the sounds for the letters ll, ñ, rr/r g/j, c and y. Students identify specific words and expressions in simple texts, such as names of people, places or objects. They convey factual information about self, family, friends and favourite things at word and simple sentence level, for example, Mi casa es grande, Nuestro ordenador es pequeño, Tu celular es nuevo. They respond to and create simple spoken and written texts using modelled examples and formulaic language. Students use gender (for example, el pastel/la torta), simple verb forms (for example, estudiar, comer, dormir), definite articles and vocabulary related to familiar environments to describe people, places and things. Students translate frequently used words and simple phrases, using visual cues and word lists (for example, clase, zapatos, camisa, teléfono/celular) and create simple print and digital texts in both Spanish and English. They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures.</p> <p>Students know that Spanish uses the same alphabet as English when written, except for ñ as in mañana and España. They identify features of familiar texts and give examples of how different titles are used to address people in different situations (for example, Doña Josefa, Don José, Tía). They identify Spanish as one of many languages spoken in Australia and give examples of words that English and Spanish have borrowed from each other such as chat, 'tortilla', 'fiesta'. Students identify differences and similarities between their own and others' languages and cultures.</p>		<p>By the end of Year 2, students use Spanish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.</p> <p>Students imitate the sounds and rhythms of spoken Spanish. They demonstrate understanding that Spanish has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Spanish and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	<p>interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things                      [Key concepts: self, family, friendship, belonging; Key processes: greeting, introducing, participating] ACLSPC109</p>	recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions AC9LS2C01	Interacting in Spanish	Communicating meaning in Spanish
	<p>recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions                      [Key concepts: routines, roles; Key processes: following instructions, responding] ACLSPC111</p>			
	<p>participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language                      [Key concepts: play, action, exchange; Key processes: participating, performing, turn-taking] ACLSPC110</p>	participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9LS2C02		
	<p>locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks                      [Key concepts: literacy, numeracy; Key processes: locating, selecting, sorting] ACLSPC112</p>	locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9LS2C03	Mediating meaning in and between languages	
	<p>participate in shared reading, or viewing or listening to short imaginative texts and respond through mime, drawing and dance                      [Key concepts: character, story, imagination; Key processes: acting, expressing, choral reading] ACLSPC114</p>	<p><u>notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</u> AC9LS2C04</p>		
	<p>present factual information about self, family, friends and everyday objects using simple statements and support materials                      [Key concepts: self, family, favourite; Key processes: naming, labelling, showing] ACLSPC113</p>	use words, familiar phrases and modelled language to create spoken, written and multimodal texts AC9LS2C05	Creating text in Spanish	
	<p>create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression                      [Key concepts: rhythm, expression, performance; Key processes: chanting, drawing, singing, dancing] ACLSPC115</p>			

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	create simple print or digital texts that use both Spanish and English, such as labels, captions, wall charts and picture dictionaries [Key concept: equivalence; Key processes: labelling, captioning] ACLSPC117		
	translate frequently used words and simple phrases using visual cues and resources such as word lists [Key concepts: similarity, difference; Key processes: identifying, noticing] ACLSPC116		
Understanding	recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing [Key concepts: phonic awareness, pronunciation; Key processes: reading aloud, listening, mimicking] ACLSPU120	recognise and imitate the sounds and rhythms of Spanish AC9LS2U01	Understanding systems of language
	notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships [Key concepts: syntax, word order; Key processes: naming, noticing patterns] ACLSPU121	recognise that the Roman alphabet and features of language are used to construct meaning in Spanish AC9LS2U02	
	understand that language is organised as 'text' and recognise features of familiar texts such as charts, labels, rhymes and stories [Key concepts: text, meaning, structure; Key processes: recognising, identifying] ACLSPU122		
		notice that Spanish has features that may be similar to or different from English AC9LS2U03	
	recognise what aspects of songs, stories, rhymes and pictures from Spanish-speaking cultures may look or feel similar or different to own language(s) and culture(s) [Key concepts: language, culture, difference; Key processes: noticing, comparing] ACLSPC118		
	recognise that in Spanish different words and language forms are used to address and greet people according to relationship, context and time of day [Key concepts: language as social practice, context; Key processes: noticing, comparing] ACLSPU123		
	understand that the English and Spanish languages borrow words from each other [Key concept: word borrowing; Key processes: noticing, listing] ACLSPU124		
	notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers [Key concepts: behaviours, cultural similarities and differences; Key processes: noticing, asking questions, making connections] ACLSPU126	notice that people use language in ways that reflect cultural practices AC9LS2U04	Understanding the interrelationship of language and culture
recognise themselves as belonging to groups, for example, 'my friends', 'my class', 'my school', 'my family' and 'my community' [Key concepts: self, identity, family, community; Key processes: noticing, describing] ACLSPC119			
recognise that Spanish is one of many languages spoken around the world and in Australia [Key concepts: multiculturalism, culture; Key processes: mapping, discussing] ACLSPU125			

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