

Comparison of AC v8.4 to v9.0

Years 3–4 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 4, students interact with teachers and peers in classroom routines, action-related talk and play. They use formulaic expressions when participating in classroom routines and collaborative activities, such as complimenting others (for example, <i>El bolso de Susana es hermoso</i>), requesting help (for example, <i>Necesito ayuda con mi bicicleta</i>) and seeking permission such as <i>¿Puedo ir al salón de informática?</i>. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and the present + infinitive form (for example, <i>quiero cantar, quiero salir</i>) about aspects of their lives such as school, home and everyday routines (for example, <i>Mi escuela está cerca de mi casa, Me gusta la clase de español</i>). They approximate Spanish pronunciation and intonation in simple statements. Students gather information relating to own and others' lifestyles and present information at sentence level in simple texts. They make simple statements about characters such as <i>La bruja es amable</i>, themes and their own reactions such as <i>El payaso está triste</i> in response to imaginative texts. They use modelled sentence structures to compose short original texts using conjunctions such as <i>y, o, porque</i> and <i>pero</i>, and prepositions such as <i>a, con, de</i> and <i>en</i>. Students use vocabulary related to school, home and lifestyles (for example, <i>divertido, alto, gordo, grande</i>). They use possessive adjectives (for example, <i>mi libro, nuestro coche</i>), adjectives (for example, <i>extraño, fantástico</i>), singular and plural forms (for example, <i>el árbol, la cafetería, las pelotas, los mensajes</i>) and regular verbs (for example, <i>cantar, correr, vivir</i>) in simple constructions. When writing, they apply punctuation and capitalisation rules. They translate short texts, using word lists and dictionaries and create simple bilingual texts. They use simple phrases and expressions that reflect cultural practices, for example, diminutives such as <i>Sarita, gatico</i>.</p> <p>Students differentiate between statements, commands, exclamations and questions according to intonation. They identify similarities and differences between some Spanish and English texts, recognising that familiar texts have characteristic features. They give examples of how language use varies according to the age, gender and relationship of participants, and of ways that languages change over time. They name some of the many languages that are spoken in Australia, and identify languages represented in the class and local community. They identify ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions such as <i>¿Me pasa el ipad por favor?</i></p>		<p>By the end of Year 4, students use Spanish language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.</p> <p>Students imitate sound combinations and rhythms of spoken Spanish. They demonstrate understanding that Spanish has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Spanish and make comparisons between Spanish and English. They understand that the Spanish language is connected with culture, and identify 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 exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes</p> <p>[Key concepts: routine, home; Key processes: questioning, responding, describing] ACLSPC127</p>	<p>initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions AC9LS4C01</p>	Interacting in Spanish	Communicating meaning in Spanish
	<p>participate in everyday classroom exchanges such as responding to simple questions, asking permission, requesting help, asking how to say or write something, asking for repetition and complimenting others</p> <p>[Key concepts: cooperation, school life; Key processes: questioning, requesting, suggesting] ACLSPC129</p>			
	<p>interact in Spanish using simple phrases and expressions, recognising how language reflects cultural practices</p> <p>[Key concepts: communication, difference, respect; Key processes: noticing, comparing, reflecting] ACLSPC136</p>			
	<p>participate in collaborative tasks and experiences such as creating and presenting a display or performance and following procedures and instructions</p> <p>[Key concept: collaboration; Key processes: contributing, exchanging] ACLSPC128</p>	<p>participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9LS4C02</p>		
	<p>gather and share information from peers and from texts relating to the Spanish-speaking world and to areas such as home, school, routines, responsibilities and interests</p> <p>[Key concepts: routine, events; Key processes: identifying, recording, questioning] ACLSPC130</p>	<p>locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9LS4C03</p>	Mediating meaning in and between languages	
	<p>read, view and listen to stories, children's television programs and songs and make simple statements about characters, themes and reactions</p> <p>[Key concepts: character, plot; Key processes: comparing, responding, experimenting] ACLSPC132</p>			

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		<u>develop strategies to comprehend and adjust Spanish language in familiar contexts to convey cultural meaning</u> AC9LS4C04		
	present information about personal or shared interests or experiences, using simple descriptive language and supporting resources such as tables, lists and images [Key concepts: experience, representation, culture; Key processes: describing, presenting] ACLSPC131	create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions AC9LS4C05	Creating text in Spanish	
	create short imaginative texts such as dialogues and stories using modelled language [Key concept: imagination; Key processes: experimenting, performing, creating] ACLSPC133			
create bilingual texts such as action games, songs, stories or photo captions, and identify and discuss aspects of culture represented in the texts [Key concepts: similarities, differences; Key processes: comparing, explaining] ACLSPC135				
Understanding	experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements [Key concepts: intonation, spelling, accent; Key processes: discriminating sounds, recognising words] ACLSPU138	recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Spanish to form words and phrases AC9LS4U01	Understanding systems of language	
	notice and apply elements of Spanish grammar such as gender, singular/plural forms, adjectives, adverbs, verb forms, pronouns and prepositions in simple spoken, written and digital texts [Key concepts: grammatical rules, patterns of language, gender; Key processes: recognising, applying] ACLSPU139	recognise Spanish language conventions, grammatical structures and basic syntax in familiar texts and contexts AC9LS4U02		
		<u>recognise familiar Spanish language features and compare with those of English, in known contexts</u> AC9LS4U03		
	compare and explain simple texts or expressions in both Spanish and English, such as street signs, advertisements, sayings and greetings Key concepts: gist, meaning; Key processes: matching, translating, comparing] ACLSPC134			
	recognise that texts such as stories, emails and dialogues have particular characteristic features, and notice similarities and differences between some Spanish and English versions [Key concepts: language features, structure; Key processes: observing, comparing] ACLSPU140			
	understand that language use varies according to the age and relationship of participants [Key concepts: register, status; Key processes: observing, explaining] ACLSPU141			
	recognise that languages change with use over time and according to context [Key concepts: influence, change, exchange; Key processes: identifying, classifying, comparing] ACLSPU142			
	discuss examples of ways in which the cultures of Spanish speakers influence everyday interactions such as expressions of respect and affection [Key concepts: culture as process and practice, values; Key processes: noticing, comparing, connecting] ACLSPU144	identify connections between Spanish language and cultural practices AC9LS4U04		Understanding the interrelationship of language and culture
	explore own sense of identity, for example, by discussing membership of groups such as a club, a country or a language-speaking community, and how these elements of identity are reflected in language use [Key concepts: belonging, membership; Key processes: describing, representing] ACLSPC137			
	identify the variety of languages represented in the school, local community and general Australian population [Key concepts: community, diversity; Key processes: mapping, grouping] ACLSPU143			

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