Years 5–6 band: Languages/Spanish

Key	same/refined	removed	new	moved

Note:
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- 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**
By the end of Year 6, students use written and spoken Spanish for classroom interactions, to carry out transactions and to share information about personal interests, relate experiences and express feelings. They use modelled sentence structures to ask and respond to questions (for example, ¿quién?/¿quiénes?, ¿por qué?¿por dónde? sí, por supuesto), seek clarification (for example, ¿Ella dice que apaguemos la computadora?) and give advice (for example, No debes comer tantos dulces). When interacting, students use appropriate pronunciation of Spanish-specific sounds such as ci/ca and ga/gi, and intonation patterns. They gather information relating to language and culture and present it in different formats. They describe characters, experiences and ideas encountered in texts, and create short imaginative texts using structured models and descriptive and expressive vocabulary (divertido, alto, gordo, grande). They use regular and common irregular verbs in present tense (for example, estudio español, voy a mi casa), simple past tense (for example, Ayer comí helado, Fueron a la cafetería) and near future (for example, Voy a ir a la playa, Vamos a comer frutas). Students use pronouns (for example, él/ella nosotros/as ellos/ellas, usted/ustedes/ vosotros/as), prepositions (for example, debajo de, por, al lado de, cerca de), adverbs (for example, muy, poco, bien, mal, lentamente), agreement of nouns and adjectives (for example, gente simpática, juegos divertidos), and adverbs to mark time (for example, hoy, ayer, mañana, ya, todavía) and place (for example, dentro de, encima de, a la izquierda, a la derecha). They apply rules of punctuation such as question and exclamation marks (for example, ¿cuándo?, ¡cuidado!) and accents (for example, sofá, árbol, música). They translate and interpret short texts, identifying aspects of the Spanish language and culture that are similar or different to their own and create bilingual texts for the classroom and school community. They describe their own experiences of using Spanish and identify ways in which learning and using Spanish' may impact on their own identity. Students know that Spanish has its own rules for pronunciation and grammar and that language use must be adjusted to suit different contexts, situations and relationships (for example, ¡Hasta pronto Doña Clara! ¡Adiós chicos!). They use metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with such as 'verb', 'adverb', 'noun' and 'agreement'. Students identify Spanish as a global language and describe the distribution of communities of Spanish speakers in different countries and regions. They identify ways that languages change through contact with other languages and due to new technologies, and give examples of Spanish words used in English (for example, 'patio', 'chocolate') and words used in Spanish that are borrowed from other languages (for example, chofer, carné, tenis, golf, corner, kiwi, parking, gol, tiquet, chao). They reflect on the language they use at home, at school and in the community and identify how young Spanish speakers would use language in the same contexts.	By the end of Year 6, students initiate and use strategies to maintain interactions in Spanish language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They 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. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. Students apply rules of pronunciation and intonation in spoken Spanish. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Spanish. They compare language structures and features in Spanish and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	interact using descriptive and expressive language to share interests, special celebrations and leisure activities, and to express feelings, state preferences and give opinions [Key concepts: friendship, leisure, interests; Key processes: expressing, sharing, comparing] ACLSPC145	initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment AC9LS6C01	Interacting in Spanish	Communicating meaning in Spanish
	interact in class activities and routines by asking and responding to questions, asking for clarification and making suggestions [Key concepts: routine, responsibility; Key processes: participating, sharing, taking turns] ACLSPC147			
	collaborate with peers to plan and conduct different elements of shared tasks, transactions or activities [Key concept: cooperation; Key processes: planning, participating, making, transacting] ACLSPC146	participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LS6C02		
	listen to, view and read texts in order to identify aspects of life in Spanish-speaking contexts and communities [Key concepts: lifestyle, diversity; Key processes: collating, connecting, comparing] ACLSPC148	locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LS6C03	Mediating meaning in and between languages	
	present information about aspects of language and culture in the Spanish-speaking world for specific audiences, using diagrams, charts, timelines and guided reports [Key concepts: lifestyle, people, places; Key processes: organising, informing] ACLSPC149			
	share and compare understandings and opinions about ideas encountered in imaginative Spanish-language texts such as works of art, fables, performances and television programs [Key concepts: plot, idea, moral; Key processes: adapting, comparing, responding] ACLSPC150			

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	translate simple texts that provide comparisons between cultural aspects of meaning-making in Spanish and English and note how language cannot always be directly translated [Key concept: meaning; Key processes: translating, comparing, explaining] ACLSPC152	apply strategies to interpret and convey meaning in Spanish language in familiar non-verbal, spoken and written cultural contexts AC9LS6C04	Creating text in Spanish	
	produce a variety of texts such as scripted performances, raps and digital stories using imaginary characters, places, ideas and events [Key concepts: imagination, drama; Key processes: performing, representing] ACLSPC151	create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type AC9LS6C05		
	create own bilingual texts and learning resources, such as displays, posters, word banks and glossaries for the classroom/school environment [Key concepts: translation, explanation; Key processes: identifying, selecting, modifying] ACLSPC153			
Understanding	attend to the pronunciation of sounds and intonation patterns used in social interactions [Key concepts: auditory discrimination, stress, intonation, punctuation; Key processes: listening, reading, recognizing] ACLSPU156	apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LS6U01	Understanding systems of language	Understanding language and culture
	apply writing conventions such as question and exclamation marks [Key concepts: auditory discrimination, stress, intonation, punctuation; Key processes: listening, reading, recognizing] ACLSPU156	use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions AC9LS6U02		
	understand and use grammatical elements such as tenses, pronouns, prepositions, conjunctions, adverbs and noun-adjective agreements to construct simple texts for different purposes [Key concepts: grammatical rules, patterns and irregularities; Key processes: applying rules, understanding, vocabulary building] ACLSPU157			
	identify how different Spanish texts such as comics, cartoons, magazines or emails use language in ways that create different effects [Key concepts: genre, structure, audience; Key processes: noticing, explaining] ACLSPU158			
	understand that the Spanish language constantly changes due to contact with other languages and the impact of new technologies [Key concepts: language contact, digital media; Key processes: observing, identifying, classifying] ACLSPU160			
		compare some Spanish language structures and features with those of English, using some familiar metalanguage AC9LS6U03		
		recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken communication AC9LS6U04	Understanding the interrelationship of language and culture	
	compare ways of communicating in particular Australian and Spanish-speaking contexts [Key concepts: diversity, reaction; Key processes: observing, considering, reflecting,] ACLSPC154			
	discuss how it feels to interact in a different language, what they understand by 'identity', and whether learning Spanish has any effect on their sense of self [Key concept: intracultural understanding; Key processes: identifying, describing] ACLSPC155			
	recognise that language use varies according to the contexts of situation and culture [Key concepts: levels of formality, language, identity, variation; Key processes: observing, comparing] ACLSPU159			
	recognise that the Spanish language has different forms, roles and functions in different contexts and communities [Key concepts: diversity, language origins; Key processes: mapping, comparing, discussing] ACLSPU161			
	reflect on own language use at home, at school and in the community, considering how this may be interpreted by young Spanish speakers [Key concepts: norms, standpoints; Key processes: observing, reflecting, comparing] ACLSPU162			

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