

# Comparison of AC v8.4 to v9.0

Years 7–8 band (7–10 Sequence): Languages/Spanish

<b>Key</b>	same/refined	removed	new	moved
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**Note:**

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Version 8.4		Version 9.0		
Achievement standard		Achievement standard		
<p>By the end of Year 8, students share information about their personal worlds, including personal details, family, friends, leisure activities, likes and dislikes, for example, <i>Hola amigo, ¿Cómo estás? Me gusta tocar la guitarra, No me gusta comer carne.</i> They interact with one another in shared activities, negotiations, games and events, using modelled language to ask and respond to familiar questions, give and respond to instructions (for example, <i>Haz click sobre la imagen del monumento. Escoge la palabra correcta</i>), request help or permission (for example, <i>¿Me puede ayudar...?, ¿Cómo se dice... en español? ¿Puedo ir a beber agua? ¿Salimos al recreo ya?</i>), and express opinions (for example, <i>Creo que... ¡Qué sorpresa!</i>). When interacting, students approximate Spanish sounds and use intonation to distinguish between statements (for example, <i>Juan estudia español</i>), questions (for example, <i>¿Cómo se dice ...?</i>), exclamations (for example, <i>Juan, ¡estudia español!</i>) and requests (for example, <i>¿me das un chocolate?</i>). They obtain factual information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. They describe characters, experiences and ideas using high-frequency vocabulary, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions. When constructing sentences, students apply gender and number agreement to definite and indefinite articles, nouns and adjectives (for example, <i>la luna clara, los bolsos rojos, un amigo español, unas estudiantes extranjeras</i>). Students apply grammatical rules in relation to conjugation of verbs (for example, <i>La bicicleta roja tiene un cesto negro, Tenemos los libros de lectura amarillos</i>), and use the two verbs for 'to be' (ser and estar) in modelled examples (for example, <i>Eres española/Estás en Australia, Soy alto y delgado/Estoy en año 8</i>). They apply Spanish writing conventions such as inverted question and exclamation marks such as <i>¡No me digas!</i> They work in Spanish and English to translate texts, and create simple bilingual texts. They describe their own experiences of using Spanish and explain how aspects of their identity influence their intercultural exchanges.</p> <p>Students identify and apply rules for pronunciation and grammar and use metalanguage in Spanish to explain basic features of language, texts and grammar, making connections with terms such as 'verb', 'adjective', 'noun' and 'agreement' that are used in English learning, and incorporating concepts such as grammatical gender. They identify the need to adjust language to suit different situations and relationships (for example, <i>¡Hasta pronto Doña Clara!</i>). Students describe the distribution of communities of Spanish speakers in different countries and regions and know that Spanish is spoken in a variety of forms in different communities. They identify how languages and cultures change through contact, and give examples of Spanish words used in English such as 'patio', 'chocolate' and words used in Spanish that are borrowed from other languages such as shopping, tiquet. They identify cultural aspects of language use that are reflected in everyday interactions such as emailing, text messaging, gift-giving and apologising (for example, <i>Lo siento mucho Don Pedro</i>).</p>		<p>By the end of Year 8, students use Spanish language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Spanish or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.</p> <p>Students approximate pronunciation and intonation in spoken Spanish. They demonstrate understanding that Spanish has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Spanish and English language structures and features, using metalanguage. They 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.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	interact with teacher and peers to exchange information about self, family, friends and leisure activities, and to express feelings, likes and dislikes [Key concepts: friendship, family, home, leisure; Key processes: interacting, exchanging, describing] ACLSPC001	interact with others using modelled language to exchange information in familiar contexts about self and personal world AC9LS8EC01	Interacting in Spanish	Communicating meaning in Spanish
	participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating [Key concepts: negotiation, transaction, rules; Key processes: planning, giving and following instructions] ACLSPC002	develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LS8EC02		
	participate in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions [Key concepts: roles, routines; Key processes: questioning, interacting] ACLSPC003	engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LS8EC03		
	obtain factual information from a range of spoken, written and digital texts, identify key points and use the information in new ways [Key concepts: diversity, concepts from other learning areas; Key processes: locating, comprehending, classifying] ACLSPC004	locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LS8EC04	Mediating meaning in and between languages	
	present information on selected topics in spoken, written and digital forms [Key concepts: community, traditions, environment; Key processes: describing, informing, presenting] ALSPC005			

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Understanding	engage with imaginative and creative texts such as narratives, poems, songs, films or comics, comparing favourite elements and discussing characters, events and ideas [Key concepts: imagination, character, expression; Key processes: participating, responding, recounting] ALSPC006			
		develop and begin to apply strategies to interpret, translate and convey meaning in Spanish in familiar contexts AC9LS8EC05		
	translate and compare simple texts such as public signs, menus and advertisements in Spanish and English, noticing that it is not always possible to translate word for word [Key concepts: equivalence, meaning; Key processes: translating, interpreting, comparing] ALSPC008			
		create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions AC9LS8EC06	Creating text in Spanish	
	create short imaginative texts such as cartoons, raps and stories to communicate own ideas, experiences and emotions [Key concepts: performance, emotion, expression, imagination; Key processes: creating, expressing, connecting, imagining] ACLSPC007			
	create simple bilingual texts such as learning resources, online announcements, games and displays for use in the classroom, school or wider community [Key concepts: audience, suitability; Key processes: interpreting, comparing] ACLSPC009			
	notice the role and importance of pronunciation and intonation in Spanish, for example, to distinguish between statements, questions and exclamations, and understand Spanish writing conventions such as inverted question marks at the start of questions [Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud] ACLSPU012	recognise and use features of the Spanish sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts AC9LS8EU01	Understanding systems of language	Understanding language and culture
	understand Spanish writing conventions such as inverted question marks at the start of questions [Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud] ACLSPU012	develop knowledge of, and use structures and features of, the Spanish grammatical and writing systems to understand and create spoken, written and multimodal texts AC9LS8EU02		
	understand and use the main elements of the Spanish grammatical system, including definite and indefinite articles, gender and number agreement, present tense of regular and common irregular verbs, and simple sentence construction, paying attention to word order [Key concepts: syntax, word order, gender, number, agreement; Key processes: noticing, applying, explaining] ACLSPU013			
recognise and describe features of familiar types of texts, and notice how these contribute to the making of meaning [Key concepts: text conventions, genre; Key processes: noticing, analysing, comparing] ACLSPU014				
understand that Spanish, like all languages, is used in different ways according to roles, relationships and social and cultural contexts [Key concepts: register, status, variation; Key processes: noticing, analysing, explaining] ACLSPU015				
understand the dynamic nature of languages [Key concepts: language contact, word borrowing, globalisation, dynamism; Key processes: observing, identifying, discussing] ACLSPU016				
	compare Spanish language structures and features with English, using familiar metalanguage AC9LS8EU03	Understanding the interrelationship of language and culture		
recognise the interconnected relationship between language and culture [Key concepts: interdependence, perspectives, cultural practices; Key processes: analysing, making connections, explaining] ACLSPU018	recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9LS8EU04			
notice while participating in intercultural activities that interaction involves culture as well as language [Key concepts: norms, assumptions, values; Key processes: noting, reflecting, responding] ACLSPC010				
consider how aspects of identity such as family background, age and interests impact on intercultural exchange [Key concepts: self, profile; Key processes: noticing, reflecting, comparing] ACLSPC011				

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	<p>recognise that Spanish is a global language that is spoken in a variety of forms in different communities around the world, including Australia</p> <p>[Key concepts: diversity, regional variation, accents, global language; Key processes: mapping, comparing, distinguishing]</p> <p>ACLSPU017</p>			

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