

Comparison of AC v8.4 to v9.0

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

Key	same/refined	removed	new	moved
-----	--------------	---------	-----	-------

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 8, students use written and spoken Spanish for classroom interactions, to carry out transactions and to exchange views and experiences with peers and others in a range of contexts. They use rehearsed and spontaneous language to give and follow instructions and engage in discussions, such as expressing or rejecting points of view (for example, ¿Estás de acuerdo?, verdadero/falso, ¿qué te parece?, ¿cuándo?, ¿cómo?, ¿por qué?). They apply appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types (for example, ¿Nos vamos?, ¡Nos vamos!, Pasó por aquí/Paso por aquí), and use interrogative and imperative moods (for example, ¿Has comido? ¡Abre la puerta!). They locate, summarise and analyse information and ideas on topics of interest from a range of texts, and communicate information, different perspectives and their own opinions such as a mí me parece..., using different modes of presentation. They describe their responses to different imaginative texts by expressing opinions (for example, en mi opinión, personalmente yo prefiero, estoy de acuerdo), stating preferences (for example, después de pensarlo, yo..., prefiero más bien...es buena/mala idea), and comparing ways in which people, places and experiences are represented (for example, mejor que... peor que....más... menos). They draw on past experiences or future possibilities to create imaginative texts using regular (for example, caminar, beber, vivir) and irregular verbs (for example, estar, tener, ir) in a range of tenses including present (vivo), present perfect (he vivido), preterite (viví), imperfect (vivía) and future (viviré). They use descriptive vocabulary, such as numbers, adjectives (for example, generoso, simpático, listo, amistoso, azul, rosa, café) and adverbs (for example, generalmente, raramente, nunca), to extend and elaborate their texts. They use cohesive devices such as y, o, porque, cuando, por eso, pero, puesto que, debido a, y, pues, para and prepositions such as antes del atardecer, dentro de la casa in own language production to create cohesion. Students translate texts on familiar topics and produce texts in Spanish and English, comparing their different versions and considering possible explanations for variations. When participating in intercultural experiences they identify similarities and differences in language use and cultural expression. They identify significant people, places, events and influences in their lives and explain why these are important to their own sense of identity.</p> <p>Students know that in Spanish there are words that are spelled and pronounced the same but that have different meanings, such as pila (pile or battery), and that a word often takes on a different meaning when an accent is added, for example, papá ('father') and papa ('potato'), and the definite article el and pronoun él ('he' or 'him'). They use metalanguage to explain features of language, texts and grammar and to identify how text structures and language features vary between different types of texts. Students explain how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships. They identify how Spanish both influences and is influenced by other languages and is spoken in a variety of forms in communities around the world. They explain why meanings and reactions vary according to the cultural assumptions that people bring to intercultural experiences and interactions.</p>		<p>By the end of Year 8, students initiate and maintain interactions in Spanish language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Spanish to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.</p> <p>Students apply the conventions of spoken Spanish to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Spanish text, using metalanguage. They reflect on how the Spanish language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	<p>participate in a range of spoken, written and online interactions, for example, exchanging views and experiences, apologising, thanking, inviting or congratulating</p> <p>[Key concepts: relationship, experience, milestone, community; Key processes: experiencing, responding, connecting] ACLSPC163</p>	<p>initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others AC9LS8C01</p>	Interacting in Spanish	Communicating meaning in Spanish
	<p>engage in class activities and discussions through asking and responding to open-ended questions, and expressing or rejecting points of view</p> <p>[Key concepts: values, negotiation, classroom culture; Key processes: inviting, eliciting, explaining] ACLSPC165</p>			
	<p>examine how elements of communication, including gestures, facial expressions and use of silence, vary according to context, situation and relationships across languages and cultures</p> <p>[Key concepts: body language, personal space, status; Key processes: observing, comparing, analysing] ACLSPU177</p>	<p>collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9LS8C02</p>		
	<p>engage in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and transacting</p> <p>[Key concepts: event, experience; Key processes: negotiating, transacting, inviting] ACLSPC164</p>			

Key	same/refined	removed	new	moved
-----	--------------	---------	-----	-------

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	
	analyse and summarise key ideas and information from a variety of texts on a range of topics [Key concepts: data, event; Key processes: researching, analysing, summarising] ACLSPC166	interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LS8C03	Mediating meaning in and between languages
	organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences [Key concepts: perspective, youth issues; Key processes: reporting, managing information] ACLSPC167		
	respond to a variety of imaginative texts by expressing opinions and comparing the ways in which people, places and experiences are represented [Key concepts: fact, fiction, humour; Key processes: comparing, responding, expressing] ACLSPC168		
		interpret and adjust non-verbal, spoken and written language to convey meaning in Spanish language in familiar and some unfamiliar cultural contexts AC9LS8C04	
	translate and interpret a range of texts, compare own version with others' and discuss reasons for any variations [Key concepts: equivalence, culture; Key processes: translating, interpreting, comparing] ACLSPC170		
		create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context AC9LS8C05	
	create texts about imagined characters, contexts and experiences to engage and entertain others [Key concepts: amusement, entertainment; Key processes: describing, expressing feelings, entertaining] ACLSPC169		
produce short bilingual texts such as digital stories, comics and blogs, and discuss how language reflects culture [Key concept: interpretation; Key processes: comparing, explaining, experimenting] ACLSPC171			
Understanding	develop more consistent control of the rhythms and intonation of spoken Spanish and of the features of the writing system [Key concepts: pitch, stress, rhythm, intonation; Key process: noticing emphasis] ACLSPU174	apply knowledge of conventions of spoken Spanish to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9LS8U01	Understanding systems of language
	develop more consistent control of the rhythms and intonation of spoken Spanish and of the features of the writing system [Key concepts: pitch, stress, rhythm, intonation; Key process: noticing emphasis] ACLSPU174	apply understanding of grammatical structures and expressions to compose and respond to texts AC9LS8U02	
	understand and control grammatical structures such as different forms of the past tense, regular and irregular verbs, interrogative and imperative moods, and conjunctions in a range of familiar types of texts [Key concepts: parts of speech, tense, mood; Key processes: analysing, categorising, distinguishing] ACLSPU175		
	analyse the structure and organisation of a range of texts, particularly those related to social and informative media, for example, blogs, advertisements and text messages [Key concepts: register, comparison; Key process: analysing] ACLSPU176		
		reflect on similarities and differences between Spanish and English language structures and features, using metalanguage AC9LS8U03	
	understand the dynamic nature of languages [Key concepts: change, influence, evolution, globalisation; Key processes: observing, reflecting, explaining] ACLSPU178		
		reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9LS8U04	Understanding the interrelationship of language and culture
	reflect on intercultural communication, commenting on perceived similarities and differences in language used and on aspects of culture [Key concepts: similarity, difference, assumption; Key processes: monitoring, reflecting, questioning] ACLSPC172		
	identify significant people, places, events and influences in own and others' lives and explain why they are important to their sense of identity		

Key	same/refined	removed	new	moved
-----	--------------	---------	-----	-------

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
[Key concepts: biography, community; Key processes: analysing, reflecting] ACLSPC173	
investigate the nature and extent of Spanish language use in both Australian and global contexts [Key concepts: community, arts, cuisine; Key processes: researching, analysing, classifying] ACLSPU179	
reflect on how cultural values and ideas are embedded in language and influence intercultural interactions and experiences [Key concepts: interpretation, cultural expression; Key processes: reflecting, comparing, analysing] ACLSPU180	

 © State of Queensland (QCAA) 2023

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. | **Attribution** (include the link): © State of Queensland (QCAA) 2023 www.qcaa.qld.edu.au/copyright.

Unless otherwise indicated, material from Australian Curriculum is © ACARA 2010–present, licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0). For the latest information and additional terms of use, please check the Australian Curriculum website and its copyright notice.