

Comparison of AC v8.4 to v9.0

Years 9–10 band (7–10 Sequence): Languages/Spanish

Key	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 10, students interact in written and spoken Spanish to communicate about personal experiences, relationships and aspirations, and broader local and global issues such as the environment, social media and tourism, including issues that pertain to Spanish-speaking countries. Learners interact with peers to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language and appropriate protocols (for example, <i>Perdona, pero no estoy de acuerdo contigo porque ..., me parece mejor ... ¿qué os parece si...?</i>) to express and compare opinions, share perspectives, and express agreement or disagreement (for example, <i>Me parece que..., ¿qué les parece?, Que buena idea, me opongo</i>). They apply rules of pronunciation, stress and intonation to a range of sentence types. They locate, summarise and analyse information from a range of texts, and communicate different perspectives and information in a range of contexts using different modes of presentation. They respond to and create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts using appropriate Spanish writing conventions. They use grammatical elements including present, imperfect, past and future tenses, reflexive verbs, and the subjunctive mood to express emotion (for example, <i>Como chocolate todos los días, Fui al parque ayer, Salíamos a bailar los fines de semana, Estudiaré informática en la universidad</i>). They use appropriate forms of possessive adjectives in own language production, as well as cohesive devices and prepositions to create cohesion and interest. They use relative pronouns (for example, <i>El programa que miraba era cómico</i>), relative clauses (for example, <i>Mi amigo chileno me ha dicho que quiere venir con nosotras al cine</i>) and adverbial phrases (for example, <i>a la derecha, con frecuencia</i>) to extend and elaborate their written texts. They work in Spanish and English to translate and create bilingual texts, explaining words or expressions that are culturally specific such as <i>tapas, adobe, vaquero, Vive en el quinto pino, ... más largo que un día sin pan</i>. They describe their own reactions in intercultural exchanges and explain how their own assumptions and identity influence their language use.</p> <p>Students identify differences in accent and pronunciation across the Spanish-speaking world, such as the use <i>ceceo</i> and <i>seseo</i> in different regions and countries. They use metalanguage to explain features of language (formal and informal language) and grammar (for example, <i>las formas negativas, el futuro próximo con el verbo ir, masculino, femenino, singular, plural</i>), and for reflecting on the experience of Spanish language and culture learning. They identify relationships between parts of words (prefixes and suffixes) and stems of words (for example, <i>desagradable, la camioneta, la reconciliación</i>), and how word patterns connect words in semantic families (for example, <i>mercado, mercancía, feliz, felicidad, felicitaciones</i>). They analyse the textual features of a range of texts in different modes and identify how these shape responses and influence meaning. They give examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences. Students describe changes in the role of Spanish as a global language and explain how language both influences and reflects culture. They know that Spanish is co-official with many other languages in a range of countries, such as <i>Guaraní</i> in Paraguay; <i>Quechua</i> in Bolivia, Ecuador and Peru; and <i>Basque/Euskera, Catalan and Galician</i> in Spain. They explain how meanings and interpretations vary according to the cultural assumptions that people bring to interactions, and consider how learning a second language provides the opportunity to view oneself from the perspectives of others.</p>		<p>By the end of Year 10, students initiate and sustain Spanish language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Spanish or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Spanish to create texts.</p> <p>Students apply features and conventions of spoken Spanish to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Spanish, to discuss how this learning influences their ideas and ways of communicating.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	<p>socialise and exchange and compare ideas and opinions in relation to issues relevant to their own lives and interests, such as relationships, events and aspirations</p> <p>[Key concepts: friendship, relationships, values, youth culture; Key processes: interacting, comparing, responding] ACLSPC019</p>	<p>initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others' personal worlds AC9LS10EC01</p>	Interacting in Spanish	Communicating meaning in Spanish
	<p>plan and evaluate collaborative activities and tasks that involve expressing and comparing opinions</p> <p>[Key concepts: community, responsibility; Key processes: expressing, representing, discussing] ACLSPC021</p>	<p>use Spanish language in exchanges to question, offer opinions and compare and discuss ideas AC9LS10EC02</p>		
	<p>negotiate with peers to plan and take action on local and global issues and to engage in different forms of spoken, written and digital transactions</p> <p>[Key concepts: environment, human rights, fairness; Key processes: discussing, debating, commenting, comparing] ACLSPC020</p>	<p>use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9LS10EC03</p>		

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Understanding	plan and evaluate collaborative activities and tasks that involve expressing and comparing opinions [Key concepts: community, responsibility; Key processes: expressing, representing, discussing] ACLSPC021			
	analyse and interpret information, ideas and perspectives obtained from a range of spoken, written and digital texts and present these in new forms [Key concepts: perspective, representation; Key processes: selecting, analysing, interpreting] ACLSPC022	interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LS10EC04	Mediating meaning in and between languages	
	organise and present critical perspectives on information obtained from different sources to a variety of audiences [Key concepts: audience, perspective, fact, opinion, interconnections; Key processes: constructing, presenting, reporting] ACLSPC023			
	respond to a range of imaginative oral, print and digital texts by interpreting or modifying them to express own ideas and feelings [Key concept: imagination; Key processes: comparing, connecting, relating] ACLSPC024			
		apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LS10EC05		
	translate texts from Spanish into English and vice versa, noticing and explaining words or expressions that are culturally specific and difficult to translate [Key concepts: equivalence, representation; Key processes: translating, interpreting, comparing, explaining] ACLSPC026			
		create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences AC9LS10EC06		
	express creative ideas and imagined experiences that relate to the cultures of Spanish-speaking communities using a variety of texts [Key concepts: creativity, adventure, expression; Key processes: creating, expressing, experimenting, entertaining] ACLSPC025		Creating text in Spanish	
create bilingual texts such as displays, explanatory or promotional material or performances for immediate and virtual environments [Key concepts: interpretation, bilinguality; Key processes: constructing, composing, explaining] ACLSPC027				
Understanding	recognise and apply rules of Spanish pronunciation, stress and intonation, demonstrating awareness of differences in accent and pronunciation across the Spanish-speaking world, and use appropriate writing conventions [Key concepts: rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, reproducing] ACLSPU030	apply features of the Spanish sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts AC9LS10EU01	Understanding systems of language	Understanding language and culture
	use appropriate writing conventions [Key concepts: rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, reproducing] ACLSPU030	select and use structures and features of the Spanish grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9LS10EU02		
	extend knowledge of and use more complex features and patterns of the Spanish grammatical system, including possessive, demonstrative, object and relative pronouns; comparative and superlative adjectives; irregular verbs in the present tense, compound and simple past tenses, future and conditional tenses; and an introduction to the imperative mood [Key concepts: tense, mood, modality; Key processes: analysing, classifying, applying, explaining] ACLSPU031			
	analyse textual features of spoken, written and digital texts and consider how they shape meaning and influence responses [Key concepts: cohesion, language features, register, tenor; Key processes: analysing, evaluating] ACLSPU032			
	recognise that Spanish is used in a variety of ways to achieve different purposes in different contexts [Key concepts: formality, register, context; Key processes: observing, comparing, analysing] ACLSPU033			
	reflect on and evaluate Spanish texts, using metalanguage to discuss language structures and features AC9LS10EU03			

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Understanding	consider and discuss the relationship between language, culture and identity [Key concepts: identity, culture, communication; Key processes: observing, connecting, reflecting, explaining] ACLSPC029	reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9LS10EU04	Understanding the interrelationship of language and culture
	understand the role of language and culture in shaping cultural identity and consider how learning a second language encourages a broadening of perspectives [Key concepts: culture, meaning, change; Key processes: reflecting, analysing] ACLSPU036		
	consider own reactions when engaging with Spanish speakers and resources and how these may reflect aspects of own language and culture [Key concepts: standpoints, intraculturality; Key processes: making connections, questioning assumptions, reflecting] ACLSPC028		
	examine ongoing changes in Spanish as a language of local and international communication, considering the power of language to both influence and reflect culture [Key concepts: globalisation, technological change, intercultural contact, popular culture; Key processes: reflecting, analysing, comparing, discussing] ACLSPU034		
	understand how language diversity reflects local and global variations in social and cultural histories [Key concepts: regional variation, indigenous languages, power, symbolism; Key processes: exploring issues, identifying, analysing, comparing] ACLSPU035		
		Understanding language and culture	

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