

Comparison of AC v8.4 to v9.0

Years 9–10 band (P–10 Sequence): 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 10, students use written and spoken Spanish to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. They use language spontaneously to offer opinions on social issues and to discuss young people’s interests, behaviours and values across cultural contexts. They justify opinions such as No creo que sea la mejor manera de resolver..., Estoy en contra de esa idea porque..., evaluate perspectives and reflect on their own language learning. They collaboratively plan and organise events and manage diverse views by using the subjunctive mood to express emotion and doubt and give negative commands (for example; Siento que no puedas ir a La Habana, Es posible que compre un reproductor MP3, No pienso que sea ... Siento que estés enfermo ... ¡No grites tanto!), the imperative mood for commands (for example, Hazlo bien, Toma el jugo/zumo, Escríbeme, Llámala ...), and passive voice when appropriate (for example, se cometieron errores). Students locate, analyse, synthesise and evaluate ideas and information on local and global issues from a range of perspectives and sources. They present information using different modes of presentation to suit different audiences and to achieve different purposes. They select appropriate nouns and adjectives to describe values and attitudes identified in different imaginative texts, such as Ese joven no sirve para nada / Es un joven valiente, Ellos son ilegales / Ellos son los refugiados. They produce a variety of imaginative texts that reflect ideas, attitudes or values associated with Spanish-speaking communities, applying knowledge of the imperfect (for example, Cuando era joven vivíamos en Bogotá, Vivía en Granada cuando Pedro se graduó) and conditional tenses (for example, Valdría la pena ver los murales de Diego Rivera). They use grammatical elements such as reflexive verbs (for example, acostarse, cepillarse) and relative pronouns (for example, el amigo que visitamos), and use cohesive devices (for example, sin embargo, por eso, pero) to link and extend ideas, and time markers such as al día siguiente, después de..., más tarde... for sequencing. When translating Spanish, students identify cultural perspectives and explain how they have been represented. They create bilingual texts that reflect aspects of language and culture for both English-speaking and Spanish-speaking audiences. They contribute to mutual understanding when participating in intercultural experiences, and explain how family and cultural traditions shape people’s sense of identity.</p> <p>Students identify connections between the variety of other languages used in different communities in the Spanish-speaking world and explain some of the variations in Spanish, such as the pronunciation of the letters c, s and z, and different ways of pronouncing ll and y. They use appropriate metalanguage to explain grammatical features such as word order, tenses and subjunctive mood and the purpose and features of different texts, such as informative and persuasive texts. Students analyse the influence of language on peoples’ actions, values and beliefs, including its capacity to include and exclude. They explain ways in which language and culture are interrelated and influence each other.</p>		<p>By the end of Year 10, students contribute to and extend interactions in Spanish language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.</p> <p>Students incorporate the features and conventions of spoken Spanish to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Spanish texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Spanish, to evaluate how this learning influences their ideas and ways of communicating.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	<p>discuss and compare young people’s interests, behaviours and values across cultural contexts</p> <p>[Key concepts: social change, youth culture, communication, memory; Key processes: discussing, responding, building connections] ACLSPU181</p>	<p>initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others AC9LS10C01</p>	Interacting in Spanish	Communicating meaning in Spanish
	<p>engage in class discussions and debates, justifying opinions, evaluating perspectives and reflecting on own language learning</p> <p>[Key concepts: perspectives, standpoint, representation; Key processes: debating, persuading, justifying, explaining] ACLSPU183</p>			
	<p>engage in shared activities such as planning and organising events by contributing ideas, opinions and suggestions and managing diverse views</p> <p>[Key concepts: perspectives, change; Key processes: planning, debating, persuading] ACLSPU182</p>	<p>contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences AC9LS10C02</p>		
	<p>analyse, synthesise and evaluate ideas and information from multiple sources on a range of local and global issues</p> <p>[Key concepts: environment, standpoint, representation; Key processes: analysing, synthesising, evaluating perspectives] ACLSPU184</p>	<p>evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LS10C03</p>	Mediating meaning in and between languages	
	<p>convey information on a range of issues using different modes of presentation to suit different audiences</p> <p>[Key concepts: perspective, society, environment; Key processes: constructing, reporting, persuading] ACLSPU185</p>			
	<p>engage with and review creative texts, identifying and explaining cultural attitudes and key messages</p>			

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Version 8.4		Version 9.0		
	[Key concepts: relationship, perspective, values; Key processes: analysing, evaluating, reviewing] ACLSPU186			
		interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LS10C04		
	translate both Spanish and English texts, and discuss cultural and other dimensions of the process [Key concepts: culture, text, context; Key processes: evaluating, translating, comparing] ACLSPU188			
		create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences AC9LS10C05	Creating text in Spanish	
	produce a variety of imaginative texts to express ideas, attitudes and values for a range of audiences [Key concepts: values, emotion, entertainment; Key processes: expressing, adapting, considering impact] ACLSPU187			
	create bilingual texts that interpret aspects of Australian language and culture for Spanish-speaking audiences [Key concept: bilinguality; Key processes: adjusting, interpreting, reflecting] ACLSPU189			
Understanding	recognise that pronunciation, intonation, rhythm and pace assist in fluency and in meaning-making in spoken interactions [Key concepts: expression, fluency, accents; Key processes: discriminating, emphasising] ACLSPU192	apply features and conventions of spoken Spanish to extend fluency in responding to and creating texts in familiar and unfamiliar contexts AC9LS10U01	Understanding systems of language	Understanding language and culture
	apply complex grammatical rules such as those relating to reflexive verbs and subjunctive and conditional moods, and use cohesive devices to link and extend ideas in own spoken and written texts [Key concepts: grammatical analysis, metalanguage; Key processes: analysing, manipulating] ACLSPU193	apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas AC9LS10U02		
	discuss the purpose and features of a range of texts, such as informative, argumentative or persuasive texts, using appropriate metalanguage to identify and describe characteristics [Key concepts: textual features, stylistic devices, perspective; Key processes: analysing, correlating] ACLSPU194	reflect on and evaluate Spanish texts, using metalanguage to analyse language structures and features AC9LS10U03		
	analyse how language use in both spoken and written modes varies according to the geographical location and cultural profile of Spanish-speaking communities [Key concepts: variation, diversity; Key processes: analysing language, comparing, explaining] ACLSPU195			
	understand and analyse the power of language to influence people, actions, values and beliefs [Key concepts: power, influence; Key processes: reflecting, connecting, critical analysis] ACLSPU196	reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9LS10U04	Understanding the interrelationship of language and culture	
	understand and describe ways in which language and culture are interrelated and influence each other [Key concepts: culture, language, meaning, interdependence; Key processes: discussing, reflecting, comparing] ACLSPU198			
	participate in intercultural experiences, reflecting on own ways of communicating and considering how intercultural communication involves shared responsibility for meaning-making [Key concept: mutual understanding; Key processes: making connections, questioning assumptions, adapting, adjusting] ACLSPC190			
	explore and compare cultural traditions in both the Spanish-speaking world and their own cultural contexts, considering how these influence identity [Key concepts: identity, culture, worldview; Key processes: comparing, explaining] ACLSPC191			
investigate the variety of languages used in different communities in the Spanish-speaking world, for example, Mapudungun, Basque/Euskera and Náhuatl [Key concepts: diversity, status, recognition; Key processes: researching, analysing, discussing] ACLSPU197				

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