

Years 7–8 (7–10 sequence) Spanish Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>In Years 7 and 8, students are beginning their learning of Spanish language, and this will be influenced by prior learning and experiences of language learning. Students use Spanish language to describe their personal worlds and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by modelling, scaffolding and feedback.</p> <p>Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Spanish and English language pronunciation, structures and features. They recognise that language choices reflect cultural identity, beliefs and values.</p>	<p>Students learn Spanish and German for a semester in Year 7 for two lessons a week. Some students may have background knowledge from primary school and will require some differentiation. In Year 8, students are required to select one language and continue studying their chosen language for the whole year, for two lessons a week.</p>
Unit 1 — ¡Fiesta de escuela! (School party)	Unit 2 — Musica (Music)
<p>Timing: Year 7, Term 1 or 3 Duration: 10 weeks</p>	<p>Timing: Year 7, Term 2 or 4 Duration: 10 weeks</p>
<p>Learning Spanish broadens students' horizons by providing a window to the different cultures, beliefs, attitudes and values of many Spanish-speaking countries.</p> <p>In this unit, students are introduced to Spanish, through being immersed in the language by the teacher's use of Spanish classroom commands and expressions, and through learning to greet each other and introduce themselves and others. As an introduction to new cultures, students engage with audio, audiovisual and written texts to explore and compare different celebrations across the Spanish-speaking world, such as invitations to a <i>quinceañera</i>, poster for <i>la Tomatina</i> or video extracts from <i>Coco</i>. They learn vocabulary and expressions to interact and roleplay real-life situations such as introducing themselves to peers at a celebration. The unit culminates in a multicultural school party, where students showcase their cultural knowledge, bringing or cooking traditional food from their chosen festivity to share with peers. During the party, they practise introducing themselves and discussing their likes and dislikes, such as '<i>A mi me gusta...</i>', in preparation for their recorded conversation.</p>	<p>By connecting language learning to music, students are inspired to explore Spanish beyond the classroom, making the process more dynamic, meaningful and memorable. This engagement not only deepens their language proficiency but also instils a lifelong appreciation for the cultural heritage of Spanish-speaking communities.</p> <p>In this unit, students learn to describe themselves and others, for example: <i>Soy amable y simpático. Él es alto</i>. They practise their language skills using teacher-designed musicians' profiles and introduce these profiles to their peers, fostering collaboration and presentation skills. Students play and design their own versions of the game <i>¿Adivina quién?</i>, using the musicians' pictures and their profiles. They listen to teacher-selected Spanish songs and watch music videos to enhance their comprehension and interpretation skills. Students then discuss familiar words and themes, expanding their vocabulary. They write short reviews in Spanish for songs, investigate musicians from the current top-charting songs in Spanish-speaking countries and discuss Asian musical influences on Latin American and Australian music, promoting cultural awareness and global perspectives. Towards the end of the unit, students reflect on their progress and what they have learnt about Spanish language and culture.</p>

Unit 3 — Mis pasatiempos favoritos (My favourite hobbies)	Unit 4 — ¡Vamos a comer! (Let's eat!)	Unit 5 — Maravillas locales (Local marvels)	Unit 6 — ¡Vamos a explorar! (Let's explore!)
Timing: Year 8, Term 1 Duration: 10 weeks	Timing: Year 8, Term 2 Duration: 10 weeks	Timing: Year 8, Term 3 Duration: 10 weeks	Timing: Year 8, Term 4 Duration: 9 weeks
<p>Discussing hobbies allows students to talk about topics that are relevant and interesting to them while developing practical language skills.</p> <p>In this unit, students engage with written, audio and audiovisual texts about hobbies. They learn to share information about their hobbies and participate in speaking and writing activities, which allow them to practise their Spanish together. Students learn about traditional arts, sports and games, e.g. <i>Bolas Criollas</i> (Venezuela) and <i>Sapo</i> (Peru). They compare hobbies in Spanish-speaking countries and regions with hobbies in Australia. Students research teacher-selected artists from the Spanish-speaking world and introduce them to their peers. They learn to describe artworks using adjectives, phrases and vocabulary, such as colours and shapes. Toward the end of the unit, students create their own self-portrait, using one of the artworks seen in class as inspiration, and write a reflection to describe their portrait.</p>	<p>Exploring diverse cuisines not only provides a tangible link to the diversity of the Spanish-speaking world but also engages multiple senses, creating vivid and memorable learning experiences. Furthermore, delving into food-related vocabulary equips students with essential language skills for real-life situations, such as ordering meals or shopping.</p> <p>In this unit, students engage in food-related activities such as watching Spanish-speaking cooking demonstrations and market visits, playing food bingo games, and roleplaying restaurant scenes. They explore Incan, Mayan and Guarani food cultures, drawing comparisons with Aboriginal, Torres Strait Islander and wide-ranging Australian food cultures. Students ask and respond to questions about food and drinks in Spanish using texts such as menus and supermarket catalogues. They use preference statements and begin to describe food, including taste and flavour. Toward the end of the unit, students try recipes from Spanish-speaking countries and reflect on their experiences.</p>	<p>Finding our way around unfamiliar places with confidence is a valuable life skill.</p> <p>In this unit, students engage with authentic resources such as maps, brochures and videos about travelling in order to learn vocabulary and structures relevant to ask for, give and understand directions. They investigate the layout and typical features of different cities around the Spanish-speaking world. Students engage in communicative tasks such as dialogues and games such as <i>Simon dice</i> and <i>La mosca ciega</i>. They use metalanguage to describe the use of the imperative tense and the differences in formality between English and Spanish. Toward the end of the unit, students collaborate to design their own ideal city, which includes relevant cultural aspects such as authentic features and street names. They then recreate a life-size version of their city using chalk on an outdoor area and use that area to roleplay asking for and giving directions.</p>	<p>Learning about the diversity of the language, traditions and perspectives of Spanish-speaking communities enables students to develop an awareness of how language, culture and identity are connected.</p> <p>In this unit, students explore the differences in expressions, pronunciation and ways of life across Spanish-speaking regions and countries. They engage in a range of communicative tasks and activities, including playing games such as guessing which expression belongs to which region, participating in treasure hunts and discussing audio texts related to the lives of diverse Spanish-speaking communities, including initiatives designed to protect local environments. Students use metalanguage to describe the differences in word order and to demonstrate further understanding of expressions of formality between English and Spanish. Toward the end of the unit, students research a Spanish-speaking destination and create an advertisement for and presentation about this destination to encourage their peers to visit.</p>

Unit 1 — ¡Fiesta de escuela! (School party)		Unit 2 — Musica (Music)		
	Assessment 1 — Conversación en una fiesta	Term/ week	Assessment 2 — Mi canción favorita	Term/ week
Assessment	<p>Description: In pairs, students create a conversation about two people meeting at a party, then perform and record themselves. In the conversation, they introduce themselves and discuss their likes and dislikes.</p> <p>Technique: Extended response</p> <p>Mode: Spoken</p> <p>Conditions:</p> <ul style="list-style-type: none"> total of 2 minutes in Spanish 	Term 1 or 3 Week 9	<p>Description: Students create a poster to introduce their favourite musician or band and song to their peers. On the poster, they describe the musician or band and write a review of the song. The posters will be displayed in the classroom and will include a QR code so that students can listen to the song.</p> <p>Technique: Extended response</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> up to 100 words in Spanish 	Term 2 or 4 Week 8
Achievement standard	<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) and identity.</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) and identity.</p>	
Moderation	<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>		<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>	

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	Assessment 3 — Retratos	Term/ week	Assessment 4 — Mi plato favorito	Term/ week	Assessment 6 — ¿Dónde está...?	Term/ week	Assessment 7 — El mejor destino de vacaciones	Term/ week
Assessment	<p>Description: Students read an introductory email in Spanish. They respond to the email and introduce themselves, including details about appearance, likes and dislikes. Students then demonstrate their understanding of the email by drawing a portrait and labelling it in Spanish. Finally, in English, they reflect on how the language used in the email reflects the writer's culture and how the language they used in their email reflects their own.</p> <p>Technique: Examination</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 45 minutes with 5 minutes planning time • up to 75 words in English and Spanish 	Term 1 Week 9	<p>Description: Students create a short spoken presentation introducing a typical or popular dish they eat at home. Then they respond to questions about the dish from their teacher or their class.</p> <p>Technique: Short response</p> <p>Mode: Spoken</p> <p>Conditions:</p> <ul style="list-style-type: none"> • Up to 1 minute in Spanish 	Term 2 Weeks 5–6	<p>Description: During a one-on-one conversation with the teacher, students ask for directions, then give their teacher directions.</p> <p>Technique: Examination</p> <p>Mode: Spoken</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 10 minutes planning time with unseen map • conversation: up to 2 minutes in Spanish 	Term 3 Week 6	<p>Description: In pairs and in Spanish, students create a video to promote a Spanish-speaking destination of their choice. The video includes pictures and activities that Australian teenagers studying Spanish would find appealing, combined into an itinerary for a three-day trip. Then, in English, students write an individual reflection on their video collaboration, stating the words in Spanish that were the most helpful for travel.</p> <p>Technique: Extended response</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> • video: up to 2 minutes per student • written reflection: up to 75 words in English and Spanish 	Term 4 Week 6
Achievement standard	<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>		<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>		<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>		<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>	
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Content descriptions	Units						Content descriptions	Units					
Communicating meaning in Spanish	1	2	3	4	5	6	Understanding language and culture	1	2	3	4	5	6
Interacting in Spanish interact with others using modelled language to exchange information in familiar contexts about self and personal worlds AC9LS8EC01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Understanding systems of language 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LS8EC02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LS8EC03	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	compare Spanish language structures and features with English, using familiar metalanguage AC9LS8EU03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mediating meaning in and between languages locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LS8EC04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Understanding the interrelationship of language and culture recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9LS8EU04	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
develop and begin to apply strategies to interpret, translate and convey meaning in Spanish in familiar contexts AC9LS8EC05	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
Creating text in Spanish create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions AC9LS8EC06	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							

General capabilities	Units					
	1	2	3	4	5	6
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units					
	1	2	3	4	5	6
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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