Spanish

Syllabus for the Senior External Examination

2008 (amended 2012)
This syllabus is based on the Victorian Certificate of Education Study Design for Spanish, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA).
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1. Rationale

The study of languages is an integral part of a general education, and the importance of knowing additional languages is recognised in *The Adelaide Declaration on National Goals for Schooling in the 21st Century* (1999) and the *National Statement for Languages Education in Australian Schools: National Plan for Languages Education in Australian Schools 2005–2008*.

Learning additional languages widens horizons, broadens cognitive and cultural experience, develops communicative and intercultural competence and opens up new perspectives for learners, as well as for their own language and cultural practices. Learning another language extends, diversifies and enriches learners’ cognitive, social and linguistic development.

Information and communication technologies (ICTs), trade and commerce have brought Australians into closer relationships and more frequent interactions with people of other cultures, countries and communities. In such an environment, learning another language takes on a sense of necessity and urgency. Language can be practised and used effectively in a domestic context. Cultural diversity within the borders of states is common in the modern world. Australia needs to continue its commitment to maintaining a pluralistic society where languages are valued.

Learning another language involves communicating in a way that is appropriate to the sociocultural context in which the language is used. It involves using language to comprehend and convey meaning. Learning languages contributes to and enriches candidates’ intellectual, educational, linguistic, personal, social and cultural development. It requires and improves intellectual discipline and systematic study habits. These habits are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Because candidates need to reorganise their thinking to accommodate the structure of another language, they develop cognitive flexibility and problem-solving ability which can be applied when problems and solutions are not evident, as well as when critical thinking and creative approaches are required. As a result of candidates’ increased awareness of the ways in which relationships are expressed in language, they develop clear thinking and clarity of expression.

Language study gives insights into the nature, purposes and styles of language and promotes a greater sensitivity to and understanding of languages in general, including English. Literacy skills acquired in another language enhance skills in one’s first language.

Why study Spanish?

Spanish is a valuable language for Australians to learn.

- Spanish is among the three most widely spoken languages in the world, second only to Chinese. It is the official language of 21 nations: Spain, Mexico and nine other Central American and Caribbean republics, nine nations in South America, and Equatorial Guinea in Africa. It is the second language in countries such as the United States, the Philippines and Sweden. In the United States, Spanish as a first language is growing more rapidly than English. Spanish is one of the six official languages of the United Nations and, after English, the preferred language on the internet.

- Spanish is now a major community language in Australia, with over 100 000 Spanish-speaking migrants living here. It is one of the federal government’s priority languages targeted for promotion. All recent national language policy reports have underlined the importance of Spanish and the need to boost its representation in the school and tertiary sectors.
• Spanish is a Romance (Latin-based) language. Its generic name is Castilian. It has strong vocabulary links with English and has a phonetic spelling system that gives it an appeal to English-speaking people.

• Spanish has established itself as a significant language of international trade. Some of Australia’s largest corporations have invested heavily in Latin America, e.g. BHP, MIM, CRA. Spanish is increasingly important in Asia and the Pacific. Spanish-speaking countries are trading heavily with Asia, and Spain is an active intermediary between the European Community and this region, and regularly attends meetings of the Association of South-East Asian Nations (ASEAN).

• Australia is linked economically with Spanish-speaking countries through APEC (the Asia-Pacific Economic Cooperation forum), The Cairns Group (a forum for mining and agribusiness), and a number of bilateral trade agreements. Austrade has upgraded its representation in Latin America because Australian trade with that region has increased substantially. As the tourism industry develops, there will be increasing opportunities for Spanish-speaking Australians here and overseas.

• The Spanish-speaking countries of Latin America, the Caribbean and Africa, as well as Spain itself, have a rich historic and contemporary culture, encompassing dance, song, literature, poetry, music, theatre, carnivals, magic beliefs, myths, art and, more recently, popular opera and telenovellas.

• Hispanic culture has more recently permeated Australian popular culture through the visual and performing Arts, sport, cinema, media and cooking.

• Queensland universities are strengthening links with Latin America and Spain. The University of Queensland, Bond University, and Griffith University offer Spanish, and others have significant educational links with Spain and Latin America. Exchange agreements with Hispanic schools have been developed, and cultural exchanges have been taking place for some time.

The language

The language to be studied and assessed is the modern standard spoken and written version of Spanish.

The maintenance of modern standard Spanish is now the joint responsibility of the Real Academia of each of the countries in which Spanish is an official language. The linguistic integrity of the Spanish language is maintained with the acknowledgment of significant variations between countries, regions and social groups. These variations, which are phonetic, morphological, syntactic and semantic in nature, do not constitute dialects and will be accepted in both written and spoken tasks.

Description of the target group

This syllabus is intended for candidates who wish to study Spanish as an additional language and who have studied the language for a continuous period at junior secondary level in Australia or in a similar environment. Other candidates with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.
By studying Senior Spanish, candidates should:

- enhance their capacity to communicate and interact effectively within and across languages and cultures
- appreciate the interrelationship of language and culture and the importance of intercultural competence
- extend their awareness and understanding of the nature of language through analysing the linguistic systems of Spanish
- acquire language-learning strategies that can be applied in other studies
- recognise and appreciate the cultural, linguistic and racial diversity within Australia and globally
- increase the awareness and appreciation of their own language and culture as a result of learning about an additional language and culture
- understand the role of technology in enhancing communication
- expand their post-school options and meet the growing needs of business and industry for language skills and intercultural understanding.
3. General objectives

The primary objective of the subject is that candidates should be able to communicate in Spanish. Communication in Years 11 and 12 is receptive, involving listening and reading, as well as productive, involving speaking and writing.

While language is experienced and developed through the macroskills — Listening, Reading, Speaking and Writing — which often occur concurrently, proficiency in each of the macroskills may not evolve at exactly the same rate. Thus, the objectives are stated in terms of the macroskills, and each will be assessed separately. The four macroskills should be developed interdependently, integrating the themes and topics, functions, grammar and cultural understandings in the syllabus.

Comprehension (receptive communication)

These objectives are expressed in terms of Listening and Reading.

**Listening**
By the end of the study, candidates should:
- know and understand familiar and complex spoken language
- reason and respond to speakers’ attitudes, purposes, intentions and cultural meanings.

**Reading**
By the end of the study, candidates should:
- know and understand familiar and complex written language
- reason and respond to writers’ perspectives, purposes, intentions and cultural meanings.

Conveying meaning (productive communication)

These objectives are expressed in terms of Speaking and Writing.

**Speaking**
By the end of the study, candidates should:
- know and use features of the Spanish language
- create spoken language in Spanish and respond in situations relevant to their communication needs.

**Writing**
By the end of the study, candidates should:
- know and use features of the Spanish language
- create written Spanish language and respond in a manner suitable for the setting, audience and text type.
Attitudes and values

By the end of the study, candidates should:

• understand that learning a language is a continuous process through life
• willingly interact with others in Spanish
• understand that attitudes and values, their own and those of others, are embedded in culture
• develop a view of the world shaped by intercultural understanding
• understand that language and culture are interdependent.
4. Perspectives on language teaching and learning

The basic principle underlying the study of Spanish in the senior phase of learning is learning in communicative contexts. Communication encompasses the exchange and negotiation of meaning between individuals through the use of verbal and nonverbal symbols in aural, oral, visual and written modes. It involves receptive and productive processes through the application of language learning to new situations.

Language competency is acquired at varying rates and depends on a variety of factors including: exposure to the language, range and quality of learning experiences and continuity of studies. Language develops progressively as candidates endeavour to communicate with increasing precision and detail. Their language becomes more complex in form and more varied in vocabulary.

The *Australian Language Levels Guidelines* (Curriculum Development Centre 1988; see Resources section) states that candidates learn a language best when:

- they are treated as individuals with their own needs and interests
- they are provided with opportunities to participate in communicative use of the target language in a wide range of activities
- they are exposed to communicative data that are comprehensible and relevant to their own needs and interests
- they focus deliberately on various language forms, skills, and strategies to support the process of language acquisition
- they are exposed to sociocultural data and direct experience of the culture(s) embedded within the language that they are learning
- they become aware of the role and nature of language and of culture
- they are provided with appropriate feedback about their progress
- they are provided with opportunities to manage their own learning.

*The National Statement for Languages Education in Australian Schools: National Plan for Languages Education in Australian Schools 2005–2008* states that learning languages:

- enriches learners intellectually, educationally and culturally
- enables learners to communicate across cultures
- contributes to social cohesiveness through better communication and understanding
- further develops the existing linguistic and cultural resources in the community
- contributes to Australia’s strategic, economic and international development
- enhances employment and career prospects for the individual.
To communicate effectively, candidates should:
- be aware of the sociocultural context in which they are operating
- have an understanding of the linguistic features of the language being used
- become familiar with strategies used to understand and use language
- develop intercultural understanding.

**Sociocultural context**

Knowledge of the sociocultural context is important to ensure effective communication. Members of cultural communities make individual and collective meaning of experience, and represent their understandings, values and attitudes through language.

Through exposure to authentic materials and realistic situations and, ideally, through personal contact with Spanish-speaking people, candidates will gain an appreciation of how speakers of Spanish engage with the world.

**Linguistic aspects**

To communicate effectively, candidates need knowledge and understanding of language features, including grammar, vocabulary and cohesive devices. Candidates are introduced to language structures through the study of various functions in a variety of settings.

The order in which language functions are taught will depend on the teachers’ perception of the candidates’ communicative needs, and on the complexity of the language structures required to express them.

**Communication strategies**

The communication skills that people learn in their first language are often employed when learning another language; for example, strategies for replacing an unknown word with another word or phrase that will make the meaning clear. Such strategies need to be modelled and candidates should be expected to use them in realistic and lifelike situations.

**Intercultural understanding**

Intercultural understanding refers to the ability to view the world, not from the single perspective of one’s own first language and culture, but from the multiple perspectives gained through the study of additional languages and cultures. As a result, candidates should be able to develop better understandings of their place in the world and that of others, which in turn contributes to social cohesiveness (National Statement for Languages Education in Australian Schools: National Plan for Languages Education in Australian Schools 2005–2008).

Intercultural language learning requires that candidates adopt an inquiring state of mind, notice and question assumptions and reorient themselves in relation to others. Language cannot be separated from its social and cultural contexts; it involves the integration of language, culture and learning and helps learners to know and understand the world around them, and to understand commonality and difference, global connections and patterns.

The study should enable candidates to engage in various intercultural contexts. The cultural aspects of learning should encompass the variety of people and lifestyles within a culture. Candidates should be aware of the differences that exist within cultures as well as the common features that permeate them. They should also realise that stereotypes may not reflect reality.
5. Macroskills

Language learning focuses on the use of the four macroskills. They are developed independently (speaking is developed by speaking, reading by reading etc.) and interdependently (one skill supports development in others). The greatest transfer of learning is from comprehension, involving listening and reading, to conveying meaning, involving speaking and writing.

A broadly concurrent approach should be adopted. At times one skill might be highlighted and developed, but in general, and over the length of the study, all the skills should be treated equally.

Candidates should be encouraged to use Spanish text types and modes of communication, reflecting Spanish culture. This includes the use of various forms of technology for communicative purposes.

A variety of tasks, which include inquiry and/or problem-solving, promotes the progressive development of the four macroskills.

5.1 Listening

Listening involves comprehending meaning in a range of situations and text types.

Candidates should be encouraged to develop strategies that are appropriate for the task. This may include the use of analysis and inductive reasoning to help comprehension, or listening for gist or specific details. Candidates should be able to actively take part in conversation.

Candidates should be guided gradually to think beyond the meaning of the immediate phrase or sentence and process sections of texts; they should consider cultural aspects of the communication, the speaker’s attitude to the topic, the situation or context, and the audience. Meaning may be enhanced by tone of voice, gesture or other visual means.

Candidates should be exposed to a range of Spanish speakers (male and female, young and old). The speed of utterances should be gradually increased and the predictability of meaning reduced.

In one-to-one situations and in groups, candidates should be able to follow, respond appropriately, and interact effectively with a background speaker or speakers.

5.2 Reading

Reading involves comprehending meaning in a range of situations and text types.

Candidates should be encouraged to develop strategies that are appropriate for the task. This may include the use of analysis and inductive reasoning to help comprehension or reading for gist or specific details.

Candidates should be guided to consider the meaning of the immediate word, phrase or sentence in the context of the entire text; they should consider cultural aspects of the communication, the writer’s attitude to the topic, the situation or context, and the audience. Meaning may be enhanced by visual means or other specific Spanish conventions.
Candidates should be exposed to a range of Spanish text types, with a gradual increase in the level of difficulty and reduction in the predictability of the meaning. There should be variety in handwritten and printed fonts/characters.

5.3 Speaking

Speaking involves conveying meaning in a range of situations and text types.
Candidates communicate with others to negotiate meaning and should progress from using rehearsed language to the spontaneous use of familiar language.
Candidates should be encouraged to express their own ideas and opinions on topics of relevance to them. The focus of speaking is successful communication, which includes the use of appropriate language features and functions, non-verbal devices and cultural practices.
The development of features such as pronunciation, stress, intonation, range of vocabulary and idiom can be assisted by exposure to good models. Taking acceptable risks in speaking is part of the learning process. As a result, candidates’ confidence and control over their use of language may increase.

5.4 Writing

Writing involves conveying meaning in a range of situations and text types.
Candidates write to express information, ideas and opinions on topics of relevance to them. They should consider the audience and adopt a suitable style and tone.
They should be exposed to various Spanish written conventions and be provided with opportunities to practise realistic written text types such as forms, letters, reports, articles, emails, notes, stories and cartoons. Writing tasks involve the flexible and original use of familiar language.
Practising grammatical structures in meaningful communicative contexts and in exercises that manipulate structures is necessary to develop proficiency.
By the end of the study candidates are expected, in some contexts, to write a minimum of 200 words of connected prose. The nature of the task should determine the length for any particular piece of writing. Such tasks should also allow the candidate to demonstrate the development of a range of ideas using a variety of structures.
6. Organisation

6.1 Time allocation

For teaching centres preparing candidates for the interstate assessed examination the recommended number of hours for tuition in the subject based on this syllabus is an equivalent of four semester units.

Time allocation depends on the method of study. Candidates who elect to study without systematic tuition must organise their time according to syllabus requirements and individual circumstances.

6.2 Requirements

The following elements should be included:

- cultural context
- settings
- themes, topics and subtopics
- language functions
- language features
- text types.

Candidates should have opportunities to develop sufficient competency in Spanish to use it in a variety of ways to achieve the communicative objectives.

Communication takes place in a cultural context that is dependent on specific cultural activities and text types. Within this context, there are settings that reflect more particular social contexts or situations, which in turn suggest the themes, topics and subtopics. In order to express and interpret factual and personal meanings within a topic, the intention or purpose (i.e. the function of language) needs to be taken into account. To express these meanings in connected discourse, the resources of the language system are called upon. These consist of grammar, vocabulary, cohesive devices and the sound and writing systems.

6.2.1 Cultural context

Language and culture are inextricably linked and references to culture in a language program must reflect this connection. Learners should view the world from multiple perspectives gained through study of second and subsequent languages and cultures. Aspects of Spanish history, geography, literature, arts and especially characteristics of the everyday life of the Spanish-speaking peoples should be integrated into the themes and topics selected for language learning. In this way, candidates should develop a cultural understanding of the Spanish-speaking peoples, and, through this, develop an empathetic attitude to the world around them, and to commonality and difference.
6.2.2 Settings

Language use in a situation or social context involves both a setting and one or more topics. As far as possible, settings and situations should be related to the candidates’ interests. Within the settings, the social roles of the speakers (friend–friend, customer–attendant, adult–child) must be taken into account. The mode and medium of communication, for example face-to-face, telephone conversation, letter, electronic communication, or print, must also be considered.

Settings can be defined as the location and circumstances for purposeful language use, for example a railway station at rush hour.

It is important that the settings chosen stimulate candidate interest in language learning and provide authentic opportunities for language use. These include:

- an Australian context in which they can discuss aspects of Australia and their own experiences, opinions and aspirations with someone who speaks Spanish
- an overseas context where they can participate in the everyday life of a Spanish-speaking community.

6.2.3 Themes, topics and subtopics

The study is organised round three prescribed themes, and a number of prescribed topics and suggested subtopics. These themes have been selected to enable candidates to extend their understanding of the interdependence of language, culture, and identity. All themes and topics must be covered, with at least one topic being studied in depth (see Section 6.2.4). Themes may be studied in any order.

The three prescribed themes are:

- The individual
- The Spanish-speaking communities
- The changing world.

The theme “The individual” enables candidates to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables candidates to study topics from the perspectives of other people.

The theme “The Spanish-speaking communities” explores topics from the perspectives of groups within those communities or the communities as a whole, and encourages candidates to reflect on their own and other cultures.

The theme “The changing world” enables candidates to explore change as it affects aspects of the world of work and other topics such as technology, trade and tourism, and social issues.

These three themes have a number of prescribed topics and suggested subtopics. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives on each of the topics. The suggested subtopics expand on the topics and provide guidance to candidates and teachers on how the topics may be treated.

The topics are sufficiently broad to allow flexibility, but specific enough to be of practical assistance to candidates and teachers. Not all topics will require the same amount of study time.

It is expected that candidates will study a range of oral and written texts in the language in their treatment of themes, topics, and subtopics. Depending upon the purpose of the assessment task(s) set, it may also be appropriate to select texts in English. Similarly, the language that candidates use to respond to a text may be either the language they are studying or English, as appropriate.
Topics should be chosen for reasons of interest, enjoyment and relevance rather than for their specific contribution to linguistic progression. Sequencing of topics should be coherent to ensure linguistic consolidation is achieved.

The length of time and depth of treatment for each topic will depend on a number of factors, including:

- the degree of familiarity that the candidate has with topics studied previously
- the needs and interests of the candidate
- the nature of the language itself
- the linguistic and conceptual complexity of the texts selected for study
- the linguistic and sociocultural distance between the topic and the candidate’s own world and experience
- access to resources.

Table 1: Themes, topics and subtopics

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<th>Theme 1</th>
<th>The individual</th>
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| Topics and subtopics | • Personal world  
For example, self, family and friends, leisure and pastimes, daily routine  
• My world in the past and future  
For example, future aspirations, past experiences, opinions, attitudes and preferences  
• Lifestyles  
For example, holiday and travel experiences, planning an itinerary, fitness, sport, hobbies, self expression |

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<th>Theme 2</th>
<th>The Spanish-speaking communities</th>
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| Topics and subtopics | • People and places  
For example, traditional, regional and national festivals, celebrations, the history of Indigenous people, cultural diversity  
• Living in a Spanish-speaking community  
For example, socialising and leisure pursuits, food and drink, Spanish speakers in Australia, school life, studying and working overseas  
• Arts and entertainment  
For example, song, music, dance, the media, theatre, cinema, poetry, short stories, legends, paintings, murals or handicrafts |

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<th>Theme 3</th>
<th>The changing world</th>
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| Topics and subtopics | • World of work  
For example, skills and abilities, changes in types of work, gender in the workplace  
• Growing up and growing old  
For example, marriage, family life in the past and future, role of women, place of the elderly, youth issues  
• Social issues  
For example, unemployment and its social consequences, relationships, health, technology, globalisation  
• Environmental issues  
For example, ecotourism, recycling, deforestation, genetically modified food, impact of tourism |
Notes
1. Teachers have the flexibility to use these topics and subtopics as the focus of discussion or to prepare candidates for direct experience in these areas.
2. Teachers may select subtopics not specified in Table 1.

6.2.4 Detailed study
Candidates are required to undertake a detailed study. This enables them to extend their understanding of an aspect or aspects of a topic associated with “The Spanish-speaking communities” theme. The detailed study should be based on a subtopic related to one or more of the prescribed topics listed in Table 1. It may be selected from any of the subtopics suggested for study in Table 2, or may range across the prescribed themes and topics.

The subject of the detailed study will be the focus of the discussion section of the external oral examination. Details of the discussion are under Section 8.1.2 Oral examination.

The detailed study should enable candidates to explore and compare aspects of the language and culture of the Spanish-speaking community through a range of oral and written texts related to the selected subtopic. This will allow candidates to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literacy or artistic heritage of the community. The texts which form the basis of this study might include films, short stories, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts will vary depending on the type of texts, its density and level of complexity. To allow candidates to explore their subtopic in sufficient depth, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Note: Candidates are expected to make reference to texts studied.
Teachers may either choose the subject of the detailed study, and the associated texts or support materials that the class will study, or allow each candidate to choose his or her own subject, and give advice and assistance in selecting and analysing appropriate texts. Some subjects may enable candidates to make comparisons between their learning and their personal experience.

The following topics and subtopics have been broken down to include suggested areas that might form the focus of a detailed study. Candidates may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Table 2: Suggested subtopics for detailed study

Theme: The individual
Topic: Personal world
Possible subtopics for detailed study:
• Changing roles of men and women within the Spanish-speaking family
• The value of friendship

Theme: The Spanish-speaking communities
Topic: People and places
Possible subtopics for detailed study:
• Travelling in a Spanish-speaking country as seen through the eyes of two novelists/poets
• The impact of the growth of travel and tourism
• Festivals in Spanish-speaking countries and regions
Topic: Living in a Spanish-speaking community
Possible subtopics for detailed study:
- School life in a Spanish-speaking community compared with Australia
- Refugees and asylum seekers
- Changing views on school life
- The importance of education in a Spanish-speaking country

Topic: Arts and entertainment
Possible subtopics for detailed study:
- Music in the Spanish-speaking world
- Media control
- The influence of technology on the media
- The portrayal of a social group in the media
- Bias in the media
- Life, times and contribution of a famous Spanish-speaking writer/poet/entertainer/artist, e.g. Miguel Hernandez, Pablo Neruda, Carlos Gardel, Diego Rivera

Theme: The changing world

Topic: Growing up and growing old
Possible subtopics for detailed study:
- Growing up as seen in selected stories and poems
- The issues facing the elderly in the next 50 years
- The future of marriage
- Changing attitudes to marriage in a selected community

Topic: Social issues
Possible subtopics for detailed study:
- Social effects of technology
- The effects of globalisation
- Environmental issues in the Spanish-speaking world
- Poverty and unemployment

The texts that form the basis of the detailed study will depend on the availability of appropriate resources. These could include, for example, guest speakers, newspaper articles, websites, documentaries, films, short stories, songs, and oral histories, either in their original form or adapted for language learning. Texts used may also be subtitled, or produced in English, if appropriate. It is expected that at least three different texts relating to the subject of the detailed study will be selected for analysis, so that candidates are able to explore their subject in sufficient depth. At least two of the texts should be in Spanish.

It is suggested that candidates collate evidence of their preparation for the detailed study. Such evidence may include:
- a list of words, phrases or expressions
- a written plan or cue cards for the oral presentation (in Spanish or English)
- a draft of the response in Spanish
- a draft of the response in English
- personal notes, paragraphs, or short summaries relating to the text in the candidate’s own words
- charts, maps, diagrams, pictures as appropriate
- a bibliography or references.
6.2.5 Language functions

Language functions are purposes for which language is used. The functions that candidates should be able to use by the end of the study are listed below in four groups.

The order in which functions are treated will depend on the teachers' perception of the candidates' communicative needs, and on the complexity of the language structures required to express them. In general, teachers should emphasise high-frequency forms of the language. No rigid progression is recommended.

Functions can be developed to differing extents. Some may be achieved through set expressions and others are more open ended. Many functions will be revisited in the teaching program and at increasing levels of complexity. The order of the functions listed below does not indicate any suggested progression or degree of emphasis.

Socialising
- greeting
- introducing people
- leave-taking
- attracting attention

Exchanging information
- identifying and asking about:
  - people
  - things
  - problems
  - understanding/misunderstanding
- asking about and describing:
  - people (personality traits, physical appearance and ability)
  - things
  - places
  - manner
  - times
  - activities/events/situations (past, present, future)
  - physical features (colour, dimensions, number)
  - experience
- asking for and giving:
  - time
  - cost
  - directions
  - meaning
  - clarification
  - confirmation
  - reasons
  - instructions
- denying
- counting (cardinal and ordinal numbers)
- correcting
- reporting
- comparing
Expressing and finding out feelings, opinions and attitudes

- enquiring about and expressing:
  - opinions
  - preference
  - intention
  - wants and needs
  - fears
  - anger
  - agreement/disagreement
  - certainty/uncertainty
  - possibility/impossibility
  - probability/improbability
  - likes/dislikes
  - pleasure/displeasure
  - approval/disapproval

- expressing:
  - affection
  - gratitude
  - sympathy
  - regret
  - hope
  - surprise
  - praise
  - blame

- apologising
- complaining
- congratulating
- complimenting
- encouraging
- contradicting
- predicting

Getting things done and negotiating meaning

- asking for and giving:
  - advice
  - invitations
  - permission
  - decisions

- requesting and offering:
  - help
  - goods and services
  - something to be done

- warning
- giving commands
- accepting/declining
- asking about/fulfilling obligations
- suggesting
- negotiating.
6.2.6 Language features

To express meaning in connected text, the structural components or language features of language systems (written, spoken/signed, visual, nonverbal and auditory) are used. In both spoken and written language these include grammar, vocabulary and cohesive devices. In addition, features of spoken language encompass intonation (patterns of stress, pitch and rhythm), pronunciation and the use of appropriate pause fillers; features of written language encompass paragraphing and punctuation.

Grammar refers to morphology and syntax; that is, the structure of words and sentences in the language.

Grammar is an important component of communication and should not be neglected. Candidates should become familiar with the grammar outlined in this section, through the study of various functions, in a variety of settings. Candidates internalise grammar more efficiently through the communicative use of language structures. Language structures need to be reinforced at regular intervals.

The vocabulary used will be determined by the settings, functions and topics selected for study. While there is no prescribed vocabulary list, it is expected that candidates will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the syllabus.

Dictionaries

Candidates should be encouraged to use dictionaries and it is expected that teachers will help candidates develop the necessary skills and confidence to use dictionaries effectively.

Cohesion refers to the way parts of a text link with other parts. This can be achieved by:

- specific language features, for example:
  - pronouns, possessive adjectives, definite and indefinite articles
  - conjunctions and adverbs
  - synonyms, antonyms and homonyms
  - word chains (e.g. synonyms, antonyms, repetition)
  - word sets (e.g. classes and subclasses of words)
- the organisation of the information in a conventional way depending on the text type, for example:
  - a news article usually starts with the main newsworthy information, followed by background information
  - a narrative usually follows the structure of background, complication and resolution
  - a casual conversation consists of taking turns.

6.2.7 Mandatory requirements in grammar

Understanding, manipulating and using the grammatical structures outlined below are necessary to enable candidates to attain the language levels required. The structures will be assessed as they occur naturally in communicative tasks.

The examples given are suggestions only.
### Mandatory grammatical structures

<table>
<thead>
<tr>
<th><strong>Adjectives</strong></th>
<th><strong>Examples</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• comparative and superlative forms</td>
<td>bueno/mejor, e.g. Este libro es mejor (peor) que el otro</td>
</tr>
<tr>
<td>• agreement in number and gender</td>
<td>los chicos altos; las chicas altas</td>
</tr>
<tr>
<td>• demonstrative</td>
<td>este, ese, aquel</td>
</tr>
<tr>
<td>• possessive</td>
<td>mi, tu, su, nuestro, vuestro</td>
</tr>
<tr>
<td>• interrogative</td>
<td>¿qué?, ¿cuál?, ¿quién?, ¿cuándo?, ¿cómo?, ¿cuántos?</td>
</tr>
<tr>
<td>• distributive</td>
<td>cada, cualquier, todos</td>
</tr>
<tr>
<td>• descriptive</td>
<td>Es una mujer simpática.</td>
</tr>
<tr>
<td>• apocopated (shortened)</td>
<td>buen/gran/mal/algún</td>
</tr>
<tr>
<td>• special forms</td>
<td>inteligente, grande, formal (common for both genders)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Adverbs</strong></th>
<th><strong>Examples</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• regular forms: generally feminine singular form of adjective and the suffix -mente</td>
<td>lentamente, rápidamente, tranquilamente</td>
</tr>
<tr>
<td>• other forms</td>
<td>fácilmente, posiblemente, probablemente</td>
</tr>
<tr>
<td>• common irregular forms</td>
<td>bien, mal, tan, cuán</td>
</tr>
<tr>
<td>• positive, comparative and superlative forms</td>
<td>bueno/mejor, e.g. Este libro es mejor (peor) que el otro.</td>
</tr>
<tr>
<td>• other common adverbs</td>
<td>ya, todavía, ahora</td>
</tr>
<tr>
<td>• adverbial phrases</td>
<td>por fin, a más no poder, a gatas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Articles</strong></th>
<th><strong>Examples</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• definite</td>
<td>el, la, los, las</td>
</tr>
<tr>
<td>• indefinite</td>
<td>un, una, unos, unas</td>
</tr>
<tr>
<td>• omission of article (e.g. with profession)</td>
<td>Soy estudiante, es profesor.</td>
</tr>
<tr>
<td>• the form lo + adjective to express abstract ideas</td>
<td>Lo mejor de esta idea.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Conjunctions</strong></th>
<th><strong>Examples</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• all commonly used</td>
<td>y, ni, o, sin, embargo, o sea, es decir, que, y, pero, como, aunque</td>
</tr>
<tr>
<td>• y/e/o/u</td>
<td>madre e hijas, estos u otros</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Negatives</strong></th>
<th><strong>Examples</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• common negative words</td>
<td>nadie, nada, nunca, ni … ni, ningún, tampoco</td>
</tr>
<tr>
<td>• double negation</td>
<td>no hablo con nadie</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Nouns</strong></th>
<th><strong>Examples</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• gender</td>
<td>la gata, el gato, el hermano, la hermana</td>
</tr>
<tr>
<td>• irregular</td>
<td>el agua, la foto, el problema</td>
</tr>
<tr>
<td>• number</td>
<td>autos, mesas, clases</td>
</tr>
<tr>
<td>• suffixes and prefixes</td>
<td>posibilidad, participación, reunión, inútil, ilegal</td>
</tr>
<tr>
<td>• compound nouns</td>
<td>autobús, el tocadiscos, microondas, el lavaplatos</td>
</tr>
<tr>
<td><strong>Numbers</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>- cardinal</td>
<td>uno, dos, tres . . .</td>
</tr>
<tr>
<td>- ordinal</td>
<td>primero, (el primer año) ... (1–10)</td>
</tr>
<tr>
<td>- fractions</td>
<td>medio kilo, un cuarto de leche</td>
</tr>
<tr>
<td>- dates</td>
<td>el dos de enero; el veinticinco de septiembre</td>
</tr>
<tr>
<td>- decimals</td>
<td>uno coma cinco (1,5)</td>
</tr>
<tr>
<td>- mathematical terms</td>
<td>menos, más, por, dividido por</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Prepositions</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- simple</td>
<td>a, ante, de, desde, por, para — por la noche iré al cine</td>
</tr>
<tr>
<td>- compound</td>
<td>delante de, detrás de, enfrente de — delante de la casa</td>
</tr>
<tr>
<td>- articulated</td>
<td>conmigo</td>
</tr>
<tr>
<td>- contracted</td>
<td>fuimos al baile</td>
</tr>
<tr>
<td>- verbs followed by prepositions</td>
<td>salió de la casa; empezó a llover</td>
</tr>
<tr>
<td>- Por</td>
<td>vino por el médico</td>
</tr>
<tr>
<td>- Para</td>
<td>compré la flor para ella</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Pronouns</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- personal:</td>
<td></td>
</tr>
<tr>
<td>- subject</td>
<td>yo, tú, él, ella, usted, nosotros, vosotros, ellos, ellas, ustedes</td>
</tr>
<tr>
<td>- direct object</td>
<td>me, te, lo, la, nos, os, los, las</td>
</tr>
<tr>
<td>- indirect object</td>
<td>me, te, le, nos, os, les</td>
</tr>
<tr>
<td>- double object</td>
<td>nos lo trae hoy</td>
</tr>
<tr>
<td>- reflexive</td>
<td>me, te, se, nos os; me levanto</td>
</tr>
<tr>
<td>- possessive</td>
<td>aquellos libros son tuyos, mío, mía</td>
</tr>
<tr>
<td>- prepositional</td>
<td>viene con él</td>
</tr>
<tr>
<td>- demonstrative</td>
<td>éste, ése, aquél, prefiero aquéllas</td>
</tr>
<tr>
<td>- relative</td>
<td>la casa que compré, quien/quiénes</td>
</tr>
<tr>
<td>- interrogative</td>
<td>¿quién/quiénes?, ¿cuál/cuáles?</td>
</tr>
<tr>
<td>- position in relation to an imperative mood</td>
<td>Antes de terminarlo llámame.</td>
</tr>
<tr>
<td>- infinitives</td>
<td>Rosa va a viajar.</td>
</tr>
<tr>
<td>- progressive tenses</td>
<td>El maestro está explicándoselo.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Punctuation</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- questions</td>
<td>¿ ... ?</td>
</tr>
<tr>
<td>- exclamations</td>
<td>¡ ... !</td>
</tr>
<tr>
<td>- dialogue</td>
<td>introduced by –</td>
</tr>
</tbody>
</table>
Verbs

• conjugation:
  - first — ar
    - hablar
  - second — er
    - comer
  - third — ir
    - vivir

• use of:  
  - haber and tener
    - hay muchos alumnos; tengo un libro
  - ser and estar
    - soy australiano; estoy en Australia
  - saber and conocer
    - yo sé español; conozco Madrid
  - gustar, faltar, parecer, importar, poder and hacer
    - me gustar el español; me gustar el chocolate con churros
  - idiomatic and special uses
    - Sí estudiás mucho, sacarás buenas notas.

• tenses (indicative mood):
  - present
    - hablo, abro, vivo
  - present continuous (gerunds)
    - estoy bailando con ella
  - preterite
    - hablé, comí, escribí
  - perfect
    - he cantado, han llegado
  - future
    - hablaré, comeré, iré
  - imperfect
    - hablaban, comían, iban
  - conditional
    - cantaría, bebería, saldría

• subjunctive mood
  - present
    - que hable, que coma, que diga
  - impersonal
    - Aquí se habla español.

• imperative
  - ¡Hable! ¡Venga!

• reflexive
  - vestirse, ducharse, lavarse

• modal
  - deber, deber + infinitive

• impersonal verbs and expressions
  - me parece que, es importante que, se necesita

6.2.8  Text types

Literacy has in the past been centred on language, but it goes beyond print language and incorporates the multiple modes of meaning found in new information and communication technologies. The term “multiliteracies” describes what constitutes literacy in today’s world. Multiliteracies refers to the “multiplicity of communication channels and mass media, as well as cultural and linguistic diversity”. (Multiliteracies: Literacy Learning and the Design of Social Futures, Cope, B and Kalantzis, M eds, Routledge, London, 2000.)

When we focus on multiliterals, we keep in mind the importance of cultural contexts in what we are seeing, viewing, hearing and interpreting. We ask questions and listen to different points of view around the kinds of “social futures” we envisage for ourselves in our community and in our world.

Candidates are expected to be familiar with a range of text types in their learning and assessment. The examples in Table 3 indicate the range through which candidates convey meaning and comprehend.
Candidates may be expected to produce any of the following text types in the external examination:

- Article
- Conversation
- Discussion
- Email
- Formal letter
- Informal letter
- Invitation
- Itinerary
- Journal/diary entry
- Note or message
- Personal account
- Personal profile
- Postcard
- Presentation (script)
- Report
- Review
- Story/narrative account
- Summary
- Text of an interview
- Text of a speech or talk
- Timeline

See Appendix 2 for the main characteristics of the common text types.
### Table 3: Text types

<table>
<thead>
<tr>
<th>Categories</th>
<th>Text types</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literary texts</strong> — contemporary and traditional literary texts that use language in aesthetic, imaginative and engaging ways to express and reinforce cultural identity and to reflect.</td>
<td>novels, short stories, popular culture texts, memoirs, fables, folk tales</td>
</tr>
<tr>
<td>• narrative</td>
<td>lyric, narrative and dramatic poetry</td>
</tr>
<tr>
<td>• non-narrative</td>
<td>role plays, scripted and performed drama, television and film scripts, radio plays, song lyrics</td>
</tr>
<tr>
<td><strong>Non-literary texts</strong> — contemporary, traditional and everyday texts that use language in precise and accurate ways to:</td>
<td></td>
</tr>
<tr>
<td>• transact and negotiate relationships</td>
<td>invitations, personal letters, conversations, discussions, scripts of interviews</td>
</tr>
<tr>
<td>• transact and negotiate goods and services</td>
<td>business/formal letters, messages, advertisements</td>
</tr>
<tr>
<td>• report on things, events and issues</td>
<td>biographies, reports, observations, descriptions, commentaries, personal accounts, documentaries, summaries, reviews, radio/television news features, news and information reports, magazine and newspaper articles, newscasts, commercials, emails</td>
</tr>
<tr>
<td>• give directions</td>
<td>instructions, directions</td>
</tr>
<tr>
<td>• explain, analyse, argue and persuade</td>
<td>webcasts, webpages, internet articles, audio podcasts</td>
</tr>
<tr>
<td></td>
<td>radio/television programs</td>
</tr>
<tr>
<td></td>
<td>arguments, explanations, scripts of persuasive and formal speeches, analytical expositions, debates</td>
</tr>
<tr>
<td></td>
<td>documentaries, magazine and newspaper articles, feature articles, editorials, letters to the editor, advertisements</td>
</tr>
<tr>
<td></td>
<td>journals, essays, personal letters, autobiographies, personal profiles, memoirs, personal diary or journal entries</td>
</tr>
</tbody>
</table>

### 6.2.9 Kinds of writing

In the external examination, candidates are expected to be familiar with, and be able to produce, the following **seven** kinds of writing:

- descriptive
- narrative
- personal
- informative
- persuasive
- evaluative
- imaginative.

See Appendix 3 for the main characteristics of the different kinds of writing.
7. Learning experiences

Candidates will engage in a variety of learning experiences using Spanish. These should be candidate-centred, valid and relevant to the needs and interests of the learners. Candidates develop understanding and control of language by using spoken or written language in purposeful ways and in a range of authentic contexts.

7.1 Learning strategies

A range of learning strategies should be used to assist candidates to further their language development through reflecting on the learning processes. Candidates should be encouraged to take responsibility for their own learning. Examples of such strategies are given below.

7.1.1 Metacognitive

Metacognition as a concept is the awareness and understanding of oneself as a thinker and involves thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned or used language.

Strategies include:

**Planning**
- previewing the organising concept or principle or anticipated learning task — advance organiser
- proposing strategies for handling an upcoming task
- generating a plan for the parts, sequence, main ideas or language functions to be used in handling a task

**Directed attention**
- deciding in advance to attend in general to a learning task and to ignore irrelevant distractors
- maintaining attention during task execution

**Selective attention**
- deciding in advance to attend to specific aspects of language input or situational details that assist in the performance of a task
- attending to specific aspects of language input during task execution

**Self-management**
- understanding the conditions that help one successfully accomplish language tasks and arranging for the presence of those conditions
- controlling one’s language performance to maximise use of what is already known

**Self-monitoring**
- checking, verifying or correcting one’s comprehension or performance in the course of a language task including:
  - comprehension monitoring: checking, verifying or correcting one’s understanding
- production monitoring: checking, verifying or correcting one’s language production
- auditory monitoring: using one’s “ear” for the language (how something sounds) to make decisions
- visual monitoring: using one’s “eye” for the language (how something looks) to make decisions
- style monitoring: checking, verifying or correcting based upon an internal stylistic register
- strategy monitoring: tracking use of how well a strategy is working
- plan monitoring: tracking how well a plan is working
- double check monitoring: tracking, across the task, previously undertaken acts or possibilities considered

**Problem identification**
- explicitly identifying the central point needing resolution in a task, or identifying an aspect of the task that hinders its successful completion

**Self-evaluation**
- checking the outcomes of one’s own language performance against an internal measure of completeness and accuracy including:
  - checking one’s language repertoire, strategy use or ability to perform the task at hand
  - production evaluation: checking one’s work when the task is finished
  - performance evaluation: judging one’s overall execution of the task
  - ability evaluation: judging one’s ability to perform the task
  - strategy evaluation: judging one’s strategy use when the task is completed
  - language repertoire evaluation: judging how much one knows of the target language, at the word, phrase, sentence or concept level.

**7.1.2 Cognitive**

Cognition refers to the processing of information and application of knowledge.

Strategies that involve interacting with the material to be learned, manipulating the language mentally or physically, or applying a specific technique to a learning task include:

**Repetition**
- repeating a chunk of language (a word or phrase) in the course of performing a language task

**Resourcing**
- using available reference sources of information about the target language, including dictionaries, texts and prior work

**Grouping**
- ordering, classifying or labelling material used in a language task based on common attributes
- recalling information based upon grouping previously done

**Note-taking**
- writing down key words and concepts in abbreviated verbal, graphic or numerical form to assist performance of a language task
**Deduction/induction**
- consciously applying learned or developed rules to produce or understand the target language

**Substitution**
- selecting alternative approaches, revised plans or different words or phrases to accomplish a language task

**Elaboration**
- relating new information to prior knowledge
- relating different parts of new information to each other
- making meaningful personal associations to information presented including:
  - personal elaboration; making judgments about or reacting personally to the material presented
  - world elaboration: using knowledge gained from experiences in the world
  - academic elaboration: using knowledge gained in academic situations
  - between parts elaboration: relating parts of the task to each other
  - questioning elaboration: using a combination of questions and world knowledge to brainstorm logical solutions to a task
  - self-evaluative elaboration: judging self in relation to materials
  - creative elaboration: making up a story line or adopting a clever perspective
  - imagery: using mental or actual pictures or visuals to represent information, coded as a separate category, but viewed as a form of elaboration

**Summarisation**
- making mental or written summary of language and information presented in a task

**Translation**
- rendering ideas from one language to another in a relatively verbatim manner

**Transfer**
- using previously acquired linguistic knowledge to facilitate a language task

**Inferencing**
- using available information to:
  - guess the meanings or usage of unfamiliar language items associated with a language task
  - predict outcomes
  - fill in missing information.

### 7.1.3 Social/affective

Strategies that involve interacting with another person to assist learning or using affective control to assist a learning task include:

**Questioning**
- asking for explanation, verification, rephrasing examples about the material
- asking for clarification or verification about the task
- posing questions to self
- self-reinforcement.

7.2 Range of learning experiences

A range of learning experiences across the four macroskills should be employed to develop candidates’ skills in using Spanish in realistic situations. These learning experiences may be organised in relation to the macroskills, learning processes, technology and/or units of work. Examples are listed under the categories of:

- general activities in the four macroskills (7.2.1)
- activities using a particular learning process (7.2.2)
- activities focused on the use of technology (7.2.3)
- a series of activities for particular units of work (7.2.4).

7.2.1 General activities in the four macroskills

Here are examples of language activities or learning experiences appropriate to Spanish.

**Primarily for listening and speaking**

- listening to radio broadcasts and audio podcasts
- viewing and listening to television programs and webcasts
- listening to public announcements
- conducting and/or answering an opinion poll or survey
- role-playing in specific settings
- talking on the telephone
- listening to an answering machine
- giving an oral report, speech or multimedia presentation
- commenting on photos or videos
- giving instructions and explanations to others
- holding a debate or participating in a discussion
- listening to and speaking with a background speaker
- listening to songs, poems and jokes

**Primarily for reading and writing**

- reading and writing letters, postcards and notes
- reading and writing advertisements and instructions
- reading and writing pamphlets and brochures
- reading and writing magazine articles and advice columns
- reading news reports and articles from a range of media
- reading cartoons, short stories, poems, song lyrics
- filling out official forms and questionnaires
- accessing information in dictionaries
- reading timetables, graphs and statistics
- writing a diary, journal or weblog
- composing an email or SMS/text message
- reading and responding to a discussion board
- participating in chat rooms/MSN Messenger and forums.
7.2.2 **Activities using a particular learning process**

The Languages inquiry process is a way of thinking and problem solving that positions intercultural understanding at the centre of candidate learning. In the process, the candidate analyses a collection of texts to identify a focus for the inquiry. Information would need to be reorganised and evaluated to reach a decision or propose a strategy.

As part of this, the candidate would reflect upon:
- values that underpin texts
- personal values and beliefs
- community values.

In this way, intercultural understanding, the ability to know and view the world from multiple perspectives, would be integral to the inquiry process and be evident in the decisions made and the strategies proposed.

Learning by inquiry facilitates a much deeper engagement by candidates with the language they study.

The inquiry process asks the candidate to investigate information and issues presented in a variety of modes and text types in Spanish. The candidate does not just translate texts, but engages with them by:
- collecting and organising information
- analysing and evaluating information
- establishing the purpose of texts and the intention of the authors.

Inquiry learning in Spanish is facilitated by creating authentic scenarios so that candidates may make decisions about and propose solutions and new approaches to issues, situations and problems. The teacher may specify the topic and the purpose of the inquiry but the candidate should conduct the process and direct their own learning.

The process of inquiry allows for time to consider and reflect on the issues as well as the way in which learning has occurred. This leads to deeper understandings about communication and metacognitive processes.

The following table suggests a way of studying a topic using an inquiry approach. Intercultural understanding is a key component in the Languages inquiry model and allows candidates to focus on an issue from multiple perspectives.
Table 4: A Languages inquiry model

Sample context for learning
A school is establishing an international program for Spanish students. You are part of the consultative committee advising on the establishment of the program.
Your task is to develop a student guide to facilitate a successful experience for the visiting students as well as the school community.
You will need to investigate a range of aspects related to Spanish and Australian cultural, social and educational life.

<table>
<thead>
<tr>
<th>The inquiry process</th>
<th>Questions to guide the inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and analyse</td>
<td>Identify sources of information and collect texts relevant to an issue or problem. Analyse the texts to select data relevant to the inquiry. Identify cultural perspectives that influence texts and the issue.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Evaluate strategies that may resolve the issue or solve the problem.</td>
</tr>
<tr>
<td>Create</td>
<td>Create a strategy to resolve the issue or make a decision to solve the problem. Analyse the effectiveness of the strategy. Reorganise and re-present information to support the strategy and its analysis.</td>
</tr>
</tbody>
</table>

The inquiry process is iterative; information, assumptions, values, attitudes and processes are revisited, challenged, reconsidered and re-examined at any stage of the inquiry.

7.2.3 Activities focused on the use of technology

Various technologies are used in everyday communication and need to play a part in language learning. Technologies can be used to provide valuable learning experiences for candidates and to allow them to engage with the wider world in Spanish.

Suggested use of technologies
- writing and receiving emails
- sending e-cards
- word-processing reports
- recording and listening to audio podcasts
- viewing and listening to information via the internet
- participating in discussion forums
- engaging in synchronous chats
- using mobile phones
- desktop publishing of posters, invitations
- viewing DVDs
- accessing online resources
- using electronic dictionaries, translators and calculators
- designing a webpage or viewing websites
7.2.4  **A series of activities for particular units of work**

These samples, starting on the next page, involve all four macroskills incorporating various language functions, and a range of learning experiences and strategies. They provide the basis for developing a unit of work with integrated task-based activities.
### Theme: The individual

#### Topic: Lifestyles

#### Subtopic: Fitness

#### Activity: Preparing a personal fitness program

This theme engages the candidates in an inquiry process through the task below:

You are trying to find a fitness program that suits your needs, but you are looking for something a little different. Because of your interest in Spanish, you decide to research the Spanish approach to fitness and diet. Investigate approaches that suit your needs and evaluate their benefits. Incorporate aspects of Spanish culture that may be beneficial to your goals.

**Listening and speaking**
- talking about diets and fitness programs
- discussing personal goals and motivation
- asking for advice about health issues and exercise programs
- describing body image and suitability of diets
- interviewing people about exercise, diet and fitness programs
- listening to people giving advice and being interviewed about health issues
- watching television programs about food and cooking
- watching DVDs about exercise and fitness programs
- delivering an electronic presentation comparing and contrasting cultural attitudes to diet and exercise in Australia and Spain

**Reading and writing**
- reading about diets and nutritional information
- reading about Spanish attitudes to food and fitness
- writing a letter to ask about attitudes to health and exercise
- writing a questionnaire about diet and exercise
- designing an electronic presentation in which Australian and Spanish cultural attitudes to diet and exercise are compared and contrasted
- presenting a personal fitness plan

**Learning strategies**
- planning for the upcoming tasks:
  - generating plans for the tasks
  - sequencing main information to be obtained
  - deciding on language functions and vocabulary to be used
  - rehearsing language necessary to carry out the tasks, e.g. delivering an electronic presentation, preparing a questionnaire about diet and exercise
- collecting a variety of texts in Spanish relevant to the issue of diet and exercise
- analysing those texts, investigating and evaluating the diet and exercise regimes of both cultures, and developing a personal fitness program that incorporates the best aspects of the Australian and Spanish approaches
- organising the information that supports the decision made about the choice of fitness program
- presenting the decision and re-presenting information in a way that supports the strategy.
<table>
<thead>
<tr>
<th>Theme</th>
<th>The individual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td><strong>Lifestyles</strong></td>
</tr>
<tr>
<td><strong>Subtopic</strong></td>
<td>Holiday and travel experiences/Planning an itinerary</td>
</tr>
<tr>
<td><strong>Activity</strong></td>
<td>Planning a holiday in Spain</td>
</tr>
</tbody>
</table>

This activity involves small groups of candidates planning a trip to Spain. They are required to organise the itinerary to include a homestay as well as other accommodation.

**Listening and speaking**
- telephoning the Spanish Consulate to request assistance with plans or brochures
- viewing DVD or online travelogues about Spain
- discussing options and making decisions involving interaction with others
- speaking with a travel agent in Spanish about booking flights and accommodation
- communicating information to the group explaining the itinerary
- telephoning the homestay family to give important information
- presenting the finished itinerary to the class

**Reading and writing**
- writing letters, sending emails or faxes to the tourist office asking for brochures
- locating and collecting information from websites, maps, brochures, magazines and tourist guides on possible attractions to visit
- consulting timetables both online and in print form
- estimating costs (including exchange rates)
- preparing a detailed itinerary and writing it in Spanish
- planning a journey and compiling a weblog while on the journey
- booking accommodation using hotel websites and online booking forms
- emailing a friend or homestay family to relay plans

**Learning strategies**
- planning for the upcoming tasks
  - generating plans for the tasks
  - sequencing main information to be obtained
  - deciding on language functions and vocabulary to be used
  - rehearsing language necessary to carry out the tasks
- recording and noting data
- assessing and classifying the information found, including making comparisons
- interpreting relevant tables, diagrams, maps and graphs presented in tourist information
- identifying problems that hinder successful completion of any of the tasks
- checking, verifying, or correcting comprehension of materials consulted
- hypothesising on currency fluctuations
- justifying decisions on destinations
- summarising findings for oral presentation of itinerary to class
- evaluating the outcomes of the language tasks for completeness and/or accuracy before presentation to class.
Theme | The changing world
---|---
Topic | World of work
Subtopic | Part-time work
Activity | Looking for a part-time job

**Listening and speaking**
- candidates talk about the ideal job or the job of their dreams
- talking about future careers
- telephoning for information about the job
- preparing an interview with the prospective employer
- preparing an oral description of themselves and their suitability for the job
- listening to other people being interviewed
- viewing TV programs on job prospects in Spain
- listening to other young people talking about their aspirations for the future
- interviewing other candidates on their future plans

**Reading and writing**
- reading CVs from the internet
- reading job descriptions and ads from the internet and newspapers
- writing a CV based on examples seen
- preparing and writing a letter of application for a job
- writing to a penpal about the candidate’s part-time work and their aspirations, work wise, for the future
- comparing and contrasting part-time jobs for candidates in Australia and in Spain

**Learning strategies**
- planning for the upcoming tasks:
  - generating plans for the tasks
  - sequencing main information to be obtained
  - deciding on language functions and vocabulary to be used
  - rehearsing language necessary to carry out the tasks, e.g. compiling a CV, preparing for an interview with an employer
- hypothesising on future job prospects and careers
- justifying decisions on chosen career
- evaluating their strengths and weaknesses for the job
- identifying steps required to acquire a job
- compiling a list of questions the candidate would need to ask at an interview.
<table>
<thead>
<tr>
<th>Theme</th>
<th>The changing world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Social/environmental issues</td>
</tr>
<tr>
<td>Subtopic</td>
<td>Any relevant social or environmental issue</td>
</tr>
<tr>
<td>Activity</td>
<td>Preparing a debate and a campaign on a current social issue</td>
</tr>
</tbody>
</table>

**Listening and speaking**
- listening to the radio and viewing TV and films to collate required information
- listening to debates on the issue
- presenting an argument on the topic
- discussing, questioning and rebutting other people’s points of view
- telephoning organisations to acquire information
- preparing and presenting a TV/radio advertisement to support a point of view
- preparing a TV/radio debate/interview with invited guests
- presenting the debate to the class

**Reading and writing**
- collecting information from the media, e.g. newspapers, magazines, the internet
- analysing and organising information required for the task/campaign
- preparing a newspaper/magazine advertisement or article to support a point of view on the issue
- preparing a webpage on a social issue, including links to other sites
- writing a “letter to the editor”
- reading “letters to the editor”

**Learning strategies**
- planning for the upcoming tasks
  - generating plans for the tasks
  - sequencing main information to be obtained
  - deciding on language functions and vocabulary to be used
  - rehearsing language necessary to carry out the tasks, e.g. debating a topic with the class
- interpreting relevant material from the media
- note-taking in the debate to produce a simple rebuttal
- cooperating with peers
- justifying an argument or point of view
- summarising an argument for or against the issue
- criticising and evaluating other points of view.
8. Assessment

8.1 Summative assessment

8.1.1 Format of the external examination

The external examination consists of four parts, each of which assesses one of the four macroskills:

- an oral examination, assessing the speaking skill
- a written examination, assessing the skills of listening, reading and writing.

It is essential for a candidate in Queensland to undertake all four parts of the examination. A level of achievement can only be determined if the candidate is awarded a standard in each of the four macroskills.

The examination format is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.

The examination is held in either October or November each year. The oral and written examinations will be set and vetted by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA).

The external examination in Spanish is administered by the QSA for Queensland candidates.

Please refer to the Resources section of the syllabus for access to information on assessment and past examination papers.

Oral examination (approximately 15 minutes)

Section 1: Conversation (approximately 7 minutes)
Section 2: Discussion (approximately 8 minutes)

Written examination (2 hours, plus 15 minutes reading time)

Section 1: Listening and Responding
Section 2: Reading and Responding
Section 3: Writing in Spanish

8.1.2 Oral examination (approximately 15 minutes)

The oral examination is designed primarily to assess candidates’ knowledge and skill in using spoken Spanish.

Specifications

The oral examination has two sections.
Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the candidate and the assessor(s). It will consist of a general conversation about the candidate’s personal world, for example, school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

After the conversation, the candidate will indicate to the assessor(s) the subtopic chosen for the detailed study (refer to Section 6.2.4) and, in no more than one minute, briefly introduce the main focus of their subtopic, alerting the assessors(s) to any objects brought to support the discussion. In the discussion, the candidate will be expected to explore aspects of the language and culture of Spanish-speaking communities and make reference to the texts studied. The candidate may also wish to refer to personal experiences related to the subject of the detailed study and may support the conversation and discussion with objects such as photographs, diagrams, pictures, and maps. Notes and cue cards are not permitted.

8.1.3 Written examination (2 hours, plus 15 minutes reading time)

The written examination will take 2 hours, plus 15 minutes reading time. It has three sections. Candidates may use monolingual and/or bilingual printed dictionaries in the written examination.

Section 1: Listening and responding

Section 1 of the written examination is designed primarily to assess candidates’ knowledge and skill in analysing information from spoken texts.

Candidates will be expected to demonstrate understanding of general and specific information from spoken texts and to respond, in English in Part A and in Spanish in Part B, to questions on this information. The questions may require candidates to identify information related to:

- the context, purpose, and audience of the text
- aspects of the language of the text, e.g. tone, register, knowledge of language structures.

Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes (refer to Section 6.2.3).

Candidates will hear three to five texts in Spanish covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 4½ to 5 minutes. The length of the individual texts will not be specified, but one text will be longer than the others.

Each text will be heard twice. There will be an announcement at the start of the first reading and a sound to alert candidates just before the commencement of the second reading. There will be a pause between the first and second readings in which candidates may take notes. Candidates will be given sufficient time after the second reading to complete responses.

Candidates will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A

There will be two or three texts. Questions will be phrased in English for responses in English.

Part B

There will be one or two texts. Questions will be phrased in Spanish and English for responses in Spanish.
Section 2: Reading and responding

Section 2 of the written examination is designed primarily to assess candidates’ knowledge and skill in analysing and responding to information from written texts.

In Part A, candidates will be required to demonstrate understanding of written texts. Candidates may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, candidates may be required to compare and/or contrast aspects of both.

In Part B, candidates will be expected to demonstrate understanding of a written text by responding in Spanish to information provided in a text.

Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes (refer to Section 6.2.3). The overall length of text will be 350–450 words and there will be two to three texts in total over Parts A and B.

Part A

Candidates will be required to read one or two texts in Spanish. When there are two texts they will be different in style and purpose but may be related in subject matter or context. Questions on the texts will be phrased in English for responses in English.

Part B

Candidates will be required to read one or two texts in Spanish. Questions on the text(s) will be phrased in English and Spanish for response(s) in Spanish.

Section 3: Writing in Spanish

Section 3 of the written examination is designed primarily to assess candidates’ ability to express ideas through the creation of original text in Spanish.

Specifications

Candidates will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of five tasks. The tasks will be related to one or more of the prescribed themes (refer to Section 6.2.3). Tasks will accommodate a range of interests and will be set to ensure that candidates are provided with opportunities for producing different kinds of writing (personal, imaginative, persuasive, informative and evaluative) through, for example:

- having different purposes, audiences and contexts
- requiring different text types (see table of text types for productive use).

Candidates will be required to write a response of 200–300 words in Spanish. The tasks will be phrased in English and Spanish for a response in Spanish.

8.2 Determining exit levels of achievement

A QSA panel will award each candidate an exit level of achievement from one of the five categories:

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement.
The panel will award an exit standard for each of the macroskills Listening, Reading, Speaking, and Writing. The standards associated with the four macroskills are described in Table 5.

These standards are related to the exit criterion associated with each macroskill. The criterion of comprehension is associated with Listening and Reading; the criterion of conveying meaning with Speaking and Writing. Both criteria are derived from the general objectives described in Section 3.

When standards have been determined in each of the macroskills of Listening, Reading, Speaking, and Writing, the following table is used to award exit levels of achievement, where A represents the highest standard and E the lowest. The table indicates the minimum combination of standards across the criteria for each level.

### Awarding exit levels of achievement

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VHA</td>
<td>Standard A in any two macroskills and no less than a B in the remaining macroskills</td>
</tr>
<tr>
<td>HA</td>
<td>Standard B in any two macroskills and no less than a C in the remaining macroskills</td>
</tr>
<tr>
<td>SA</td>
<td>Standard C in any three macroskills and no less than a D in the remaining macroskill</td>
</tr>
<tr>
<td>LA</td>
<td>At least Standard D in any three macroskills</td>
</tr>
<tr>
<td>VLA</td>
<td>Standard E in the four macroskills</td>
</tr>
</tbody>
</table>

The level of achievement will be subsequently reported to each candidate by the QSA on a statement of results. The candidate’s achievement may contribute towards the Queensland Certificate of Education (QCE) and the calculation of an Overall Position (OP) and Field Positions (FPs).

**Note:** As judgments of achievement in Authority subjects are made by matching the evidence provided by candidates’ responses to examination questions with the standards descriptors outlined in the syllabus, a standard can only be awarded where evidence has been demonstrated.

In the absence of evidence for a macroskill*, e.g. non-submission of candidate responses, or where a candidate has not sat a part of the external examination, no result can be recorded for that part of the examination. A level of achievement can only be determined if the candidate is awarded a standard in each of the four macroskills. (See Section 8.1.1.)

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* This does not include situations where special consideration provisions are applied. These provisions are detailed in the annual *Senior External Examination Handbook.*
Table 5: Standards for macroskills at exit

Table 5.1: Listening skill

<table>
<thead>
<tr>
<th>Criterion: Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard A</strong> Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td>• knowing and understanding: a comprehensive range of information is presented, including gist, main points and relevant details; the meaning of familiar and complex language is accurately and clearly demonstrated; the speaker’s attitude, purpose and intentions are clearly evident; subtleties are recognised</td>
</tr>
<tr>
<td>• reasoning and responding: detailed analysis and thorough evaluation are evident; plausible interpretations of unfamiliar language are drawn from context; well-constructed conclusions and well-substantiated decisions are made; cultural meanings are integrated into responses where appropriate.</td>
</tr>
<tr>
<td><strong>Standard B</strong> Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td>• knowing and understanding: a range of information is presented, including gist, main points and obvious details; the meaning of familiar language is accurately demonstrated but complex language may be misinterpreted; the speaker’s attitude, purpose and intentions are recognised; subtleties may be overlooked</td>
</tr>
<tr>
<td>• reasoning and responding: detailed analysis and evaluation are evident; interpretations of unfamiliar language are made from context; conclusions and decisions are made, although at times justification may be incomplete; cultural meanings are evident in responses but may not be fully developed.</td>
</tr>
<tr>
<td><strong>Standard C</strong> Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td>• knowing and understanding: essential information is presented, including some main points and details which may not always be relevant; the meaning of familiar language is demonstrated accurately; the speaker’s general intention is recognised when obvious within a familiar context</td>
</tr>
<tr>
<td>• reasoning and responding: basic analysis and evaluation are evident; conclusions and decisions are made but often lack justification; obvious cultural meanings are identified.</td>
</tr>
<tr>
<td><strong>Standard D</strong> Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td>• knowing and understanding: information is presented, including the meaning of some familiar language; a very broad outline or some specific details of the speaker’s general intention is demonstrated</td>
</tr>
<tr>
<td>• reasoning and responding: little evidence of basic analysis or evaluation is present; conclusions and decisions may be made but lack justification; obvious cultural meanings may be identified.</td>
</tr>
<tr>
<td><strong>Standard E</strong> Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td>• knowing and understanding: fragmented information is presented; an isolated understanding of words and phrases is demonstrated</td>
</tr>
<tr>
<td>• reasoning and responding: no evidence of analysis or evaluation is presented; responses are minimal.</td>
</tr>
</tbody>
</table>
### Table 5.2: Reading skill

<table>
<thead>
<tr>
<th>Criterion: Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard A</strong></td>
</tr>
<tr>
<td>Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td>• <strong>knowing and understanding</strong>: a comprehensive range of information is presented, including gist, main points and relevant details; the meaning of familiar and complex language is accurately and clearly demonstrated; the purpose of the text and the writer’s perspective and intention are clearly evident; subtleties are recognised</td>
</tr>
<tr>
<td>• <strong>reasoning and responding</strong>: detailed analysis and thorough evaluation are evident; plausible interpretations of unfamiliar language are drawn from context; well-constructed conclusions and well-substantiated decisions are made; cultural meanings are integrated into responses where appropriate.</td>
</tr>
<tr>
<td><strong>Standard B</strong></td>
</tr>
<tr>
<td>Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td>• <strong>knowing and understanding</strong>: a range of information is presented, including gist, main points and obvious details; the meaning of familiar language is accurately demonstrated but complex language may be misinterpreted; the purpose of the text and the writer’s perspective and intention are recognised; subtleties may be overlooked</td>
</tr>
<tr>
<td>• <strong>reasoning and responding</strong>: detailed analysis and evaluation are evident; interpretations of unfamiliar language are made from context; conclusions and decisions are made, although at times justification may be incomplete; cultural meanings are evident in responses but may not be fully developed.</td>
</tr>
<tr>
<td><strong>Standard C</strong></td>
</tr>
<tr>
<td>Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td>• <strong>knowing and understanding</strong>: essential information is presented, including some main points and details which may not always be relevant; the meaning of familiar language is demonstrated accurately; the writer’s general intention is recognised when obvious within a familiar context</td>
</tr>
<tr>
<td>• <strong>reasoning and responding</strong>: basic analysis and evaluation are evident; conclusions and decisions are made but often lack justification; obvious cultural meanings are identified.</td>
</tr>
<tr>
<td><strong>Standard D</strong></td>
</tr>
<tr>
<td>Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td>• <strong>knowing and understanding</strong>: information is presented, including the meaning of some familiar language; a very broad outline or some specific details of the writer’s general intention is demonstrated</td>
</tr>
<tr>
<td>• <strong>reasoning and responding</strong>: little evidence of basic analysis or evaluation is present; conclusions and decisions may be made but lack justification; obvious cultural meanings may be identified.</td>
</tr>
<tr>
<td><strong>Standard E</strong></td>
</tr>
<tr>
<td>Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td>• <strong>knowing and understanding</strong>: fragmented information is presented; an isolated understanding of words and phrases is demonstrated</td>
</tr>
<tr>
<td>• <strong>reasoning and responding</strong>: no evidence of analysis or evaluation is presented; responses are minimal.</td>
</tr>
</tbody>
</table>
Table 5.3: Speaking skill

<table>
<thead>
<tr>
<th>Criterion: Conveying meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard A</strong> Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td><strong>knowing and using language features:</strong> a wide range of vocabulary and grammar is used effectively, with few errors; a range of cohesive devices is used to express connected thoughts and ideas; register is appropriate to the situation; pronunciation, intonation, rhythm and stress are acceptable to a background speaker</td>
</tr>
<tr>
<td><strong>creating and responding:</strong> ideas, information and meaning are communicated clearly and effectively, although some errors may occur in complex language; conversation is initiated and sustained; spoken communication demonstrates flexibility, coherence, spontaneity and relevance to the context; appropriate pause fillers and nonverbal features are used where required.</td>
</tr>
<tr>
<td><strong>Standard B</strong> Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td><strong>knowing and using language features:</strong> a range of vocabulary and grammar is used effectively, although with some errors; selected cohesive devices are used to connect familiar thoughts and ideas; register is usually appropriate to the situation; pronunciation, intonation, rhythm and stress are acceptable to a background speaker</td>
</tr>
<tr>
<td><strong>creating and responding:</strong> ideas, information and meaning are usually communicated clearly, although errors may occur in complex language; conversation is generally sustained; spoken communication demonstrates flexibility when using familiar language; responses are relevant to the context, although they may be hesitant; some appropriate pause fillers and nonverbal features are used.</td>
</tr>
<tr>
<td><strong>Standard C</strong> Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td><strong>knowing and using language features:</strong> a range of familiar vocabulary and grammar is used, although errors are evident; basic cohesive devices are used to connect simple ideas; pronunciation may be affected by first language but is comprehensible to a background speaker</td>
</tr>
<tr>
<td><strong>creating and responding:</strong> where a variety of structures is used, the essential meaning is clear, although there may be frequent errors; spoken communication relies on prompts and cues; responses are hesitant, repetitive and formulaic but relevant to the context; some nonverbal features are used.</td>
</tr>
<tr>
<td><strong>Standard D</strong> Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td><strong>knowing and using language features:</strong> some familiar vocabulary and grammar is used, although frequent errors are made; some simple linking words are used, but the meaning as a whole is fragmented; pronunciation hinders communication</td>
</tr>
<tr>
<td><strong>creating and responding:</strong> there is sufficient accuracy to enable some details to be understood; spoken communication relies heavily on prompts and cues; responses are hesitant, repetitive and rehearsed; some nonverbal features are used.</td>
</tr>
<tr>
<td><strong>Standard E</strong> Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td><strong>knowing and using language features:</strong> responses may be single words or short, well-rehearsed phrases, using familiar vocabulary; pronunciation hinders communication</td>
</tr>
<tr>
<td><strong>creating and responding:</strong> some simple meanings are conveyed.</td>
</tr>
</tbody>
</table>
### Table 5.4: Writing skill

<table>
<thead>
<tr>
<th>Criterion: Conveying meaning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard A</strong></td>
<td>Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td></td>
<td><em>knowing and using language features</em>: a wide range of vocabulary and grammar is used effectively; where complex language is used, errors do not detract from the overall meaning; a range of cohesive devices is used to link aspects of the text; register is appropriate to the situation; spelling, punctuation and word order display a high degree of accuracy</td>
</tr>
<tr>
<td></td>
<td><em>creating and responding</em>: written communication adheres consistently to the conventions of the text type; the writer’s ideas and purposes are conveyed effectively with flexibility and originality; written text is well-organised and displays a high level of coherence; an understanding and response to cultural contexts is clearly evident in the writing.</td>
</tr>
<tr>
<td><strong>Standard B</strong></td>
<td>Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td></td>
<td><em>knowing and using language features</em>: a range of vocabulary and grammar is used effectively, although with some errors; selected cohesive devices are used to link aspects of the text; register is usually appropriate to the situation; spelling, punctuation and word order display a reasonable degree of accuracy</td>
</tr>
<tr>
<td></td>
<td><em>creating and responding</em>: the writer’s ideas, information and meaning are usually communicated clearly, although errors may occur in complex language; written text is organised and is generally coherent; an understanding and response to cultural contexts may be evident in the writing.</td>
</tr>
<tr>
<td><strong>Standard C</strong></td>
<td>Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td></td>
<td><em>knowing and using language features</em>: a range of familiar vocabulary and grammar is used, although errors are evident; basic cohesive devices are used to connect simple ideas; the register used is generally consistent; spelling, punctuation and word order contain inaccuracies</td>
</tr>
<tr>
<td></td>
<td><em>creating and responding</em>: written communication may feature some aspects of the text type; simple ideas are conveyed effectively; organisation of the written text is basic and displays some coherence; the writing shows some recognition of cultural contexts.</td>
</tr>
<tr>
<td><strong>Standard D</strong></td>
<td>Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td></td>
<td><em>knowing and using language features</em>: some familiar vocabulary and grammar is used, although frequent errors are made; some simple linking words are used, but the meaning as a whole is fragmented; errors in spelling, punctuation and word order hinder meaning</td>
</tr>
<tr>
<td></td>
<td><em>creating and responding</em>: written communication may not always be appropriate to the text type; some simple ideas are conveyed; written text lacks coherence; the writing shows little recognition of cultural contexts.</td>
</tr>
<tr>
<td><strong>Standard E</strong></td>
<td>Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td></td>
<td><em>knowing and using language features</em>: responses may be basic sentences using well-rehearsed words and phrases; frequent errors are evident</td>
</tr>
<tr>
<td></td>
<td><em>creating and responding</em>: some simple meanings are conveyed.</td>
</tr>
</tbody>
</table>
8.3 Special consideration

Under certain circumstances, special arrangements or consideration may be available to candidates for the senior external examination. The special consideration provisions are detailed in the annual *Senior External Examination Handbook*, available on the QSA website at *<www.qsa.qld.edu.au>*.

Missing an examination for any reason *cannot* be the basis for an application for special consideration.
9. Resources

9.1 QSA website

The QSA website provides essential resources for all candidates for the Senior External Examination. The website address is <www.qsa.qld.edu.au>.

The following information is available (current at time of first printing in 2008):

**Senior External Examination Handbook**
- The handbook gives information about:
  - how to nominate to sit the examinations
  - teaching centres that provide tuition for the subjects
  - examination timetable
  - important dates relating to the Senior External Examination.

**Subject resources**
Exams and assessment reports from previous years for Spanish are available on the VCAA website. <www.vcaa.vic.edu.au/vce/studies/lote/spanish/spanishindex.html>

The QSA website has a direct link to the VCAA website.

**Notices to candidates**
Information may be provided to help candidates prepare for the examination.

**Notices to teaching centres**
Information may be provided to help tutors and candidates prepare for the examination.

9.2 Text and reference books

A wide variety of textbooks and resource materials that could be used as sources of information are available. Book suppliers provide information regarding current publications.

**Dictionaries**
9.3 World Wide Web

Note: All URLs were correct at the time of printing.

Many interactive and static websites can be used to enhance the study of Senior Spanish and often include useful resources.

Some particularly useful sites include:
FORMESPA — a forum for discussion on the teaching of Spanish as a foreign language which includes reflection on the teaching practice, the exchange of experience teaching and educational information on activities (conferences, workshops, seminars) and novelties (scientific publications, didactic, etc.). It is coordinated by teachers of Spanish. <http://formespa.rediris.es>
Instituto Cervantes <www.cervantes.es>
Intercultural Language Learning and Teaching in Practice <www.iltlp.unisa.edu.au>
Languages Online <http://atschool.eduweb.co.uk/rgshiwc/school/curric/HotPotatoes/>
The Learning Federation <www.thelearningfederation.edu.au>
Lingualearn. A large language consultancy offering a comprehensive range of language products and services, e.g. translations & language courses. The website is an online resource centre for advice, information, language services, products to buy and useful links. <www.lingualearn.co.uk>
Marcoele <www.marcoele.com> (in particular, see the page dedicated to teaching Spanish)
Ministry of Science and Education <www.mec.es>
National Statement and Plan on Languages Education in Australian Schools <www.curriculum.edu.au/mceetya/default.asp?id=11912>
Professional Standards Project Languages <www.pspl.unisa.edu.au>
Todoele.net <www.todoele.net> (in particular, see the pages dedicated to Hispanicity)

9.4 Newspaper reports

Many newspapers carry regular pages, columns and features relevant to the study of Senior Spanish. Local newspapers can also be a source of useful data. The compilation of news files on particular topics can broaden a candidates’ knowledge base and provide a valuable resource.

Spanish-language magazines and newspapers

Ahora (Mary Glasgow Publications), Amigos (CIS Publications), Hoy Dia, Sol.
A list of magazines in Spanish for children and adolescents can also be found at <www.csusm.edu/csb/english/lists/magazine.htm>

9.5 Periodicals

Journals and periodicals provide current, relevant information. Librarians should be able to help find useful periodicals.
9.6 **Electronic media and learning technology**

A wide range of videos, DVDs and television recordings are available on a variety of topics related to the study of Senior Spanish. A variety of computer software programs and CD-ROMs may be useful — as learning tools, to gain access to information presented in a variety of forms, and to help candidates gain ICT skills. Educational program distributors are able to supply updated resource lists.

9.7 **Organisations and community resources**

A variety of government and community organisations provide personnel, advice, resources and information which can aid the study of Senior Spanish.

Some of these include:

Australian Federation of Modern Language Teachers Associations Inc. (AFMLTA)  
<www.afmlta.asn.au>

Embassy of Spain in Canberra, Australia, 15, Arkana Street, Yarralumla. ACT 2600, PO Box 9076, Deakin, ACT 2600. Email: embespau@mail.mae.es

The Modern Language Teachers’ Association of Queensland (MLTAQ), Spanish Network News.  
spanish@mltaq.asn.au

Modern Language Teachers’ Association of Queensland Inc. (MLTAQ) <www.mltaq.asn.au>

Appendix 1: Glossary

**Attitudes**: The way the speaker or writer feels about the topic, the situation and the audience, for example, adoring, empathetic, amused, diffident, disgusted, sad, angry, bitter.

**Authentic text**: A text (original or modified) that would be accepted by a background speaker for communicative purposes.

**Background speaker**: A native speaker of a language or a person who has had significant exposure to and/or knowledge of the language and culture.

**Coherence/coherent**: An underlying theme or organisation of a text.

**Cohesion/cohesive devices**: Language items that convey grammatical or word relationships between different parts of texts or within sentences. Can be through the reference system (for example, pronouns, possessives, use of articles), through connectors (for example, conjunctions, adverbs) and through word sets and word chains (for example, synonyms, classes and subclasses of words).

**Communication strategies**: The ways candidates with limited command of language express meaning (for example, by circumlocution) and attempt to keep conversation going (for example, asking for clarification or meaning).

**Fluency**: The ability to write or speak with ease: includes good speech production, effective communication, background-speaker-like use of pauses, rhythm, intonation, stress, rate of speech and use of interruptions and interjections.

**Gist**: Substance or essence of a matter.

**Intention**: The speaker or writer’s purpose; for example, to inform, amuse, (re)establish cordial relationships, admonish, shock or embarrass into action.

**Intercultural understanding**: The ability to view the world, not from the single perspective of one’s own first language and culture, but from multiple perspectives.

**Language features**: Parts of the language system; for example, phonemes (sounds), words, phrases, sentences, utterances, discourse.

**Metacognitive strategies**: Strategies involving thinking about the learning process, planning for learning, monitoring the learning task and evaluating how well one has learned or used language.

**Pause fillers**: Expressions to fill gaps in conversation (for example, *er, ummm*); routines to keep conversation going, which can be questions to show interest, or feedback such as *Did you? Really?*, and sympathetic noises such as … *aah … ooh*.

**Productive (composing) mode**: A mode that involves the skills of speaking and writing.

**Receptive (comprehending) mode**: A mode that involves the skills of listening and reading.

**Register**: Varieties of language defined according to the characteristics of the context in which the language is used. This includes the situation, which may refer to the subject matter of the variety (for example, science or advertising); mode (whether speech or writing); manner (that is, the social relations between the participants as shown by variations in formality).

**Spontaneous language**: Spontaneous language refers to the use of language that has not been deliberately prepared in advance and in which unrehearsed utterances are used. A talk that is prepared in advance with or without notes or memorisation is not spontaneous, but unrehearsed discussion with the audience at the end is spontaneous.
**Structure**: The arrangement of words and morphemes into larger units, for example, phrases, clauses, sentences.

**Syntax**: Ways words combine to form sentences or the rules that govern the formation of sentences.

**Text**: A coherent piece of spoken/signed, written, nonverbal, visual or auditory language, or some or all of these in combination, produced in an interaction in a social context.

**Text type**: A conventional or characteristic type of spoken or written text; for example, face-to-face conversation, TV news bulletin, short story, newspaper editorial, personal letter, poster.

**Tone**: The emotional overlay and/or intent in a text, for example, angry tone in a letter to editor with intent to criticise and confront.
Appendix 2: Text types

Main characteristics of common text types

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

<table>
<thead>
<tr>
<th>Text types</th>
<th>Identifiable features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement</td>
<td>Topic/product name; content (factual and persuasive information); register; style; layout.</td>
</tr>
<tr>
<td>Article (magazine)</td>
<td>Title; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Article (newspaper)</td>
<td>Title; date; place; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Brochure/leaflet</td>
<td>Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.</td>
</tr>
<tr>
<td>Guide (tourist)</td>
<td>Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.</td>
</tr>
<tr>
<td>Instruction/recipe</td>
<td>Title/topic; structure; content (equipment, method); register; style; layout.</td>
</tr>
<tr>
<td>Invitation</td>
<td>Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.</td>
</tr>
<tr>
<td>Journal entry</td>
<td>Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content (information/reflection/evaluation); conclusion; register; style; layout.</td>
</tr>
<tr>
<td>Letter/postcard (social); family, friend, acquaintance</td>
<td>Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Letter (business)</td>
<td>Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Letter (to the editor)</td>
<td>Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.</td>
</tr>
<tr>
<td>Message/email</td>
<td>Date; salutation; body (content); farewell; signing off (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Profile</td>
<td>Title/heading; content (factual information); headings/sub-headings; register; style; layout.</td>
</tr>
<tr>
<td>Report (newspaper)</td>
<td>Title; date; place; content; byline (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Report (factual)</td>
<td>Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Report (supporting recommendations)</td>
<td>Topic; structure (introduction, body, conclusion); content; use of evidence; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Résumé</td>
<td>Title; content (factual information); register; style; layout.</td>
</tr>
<tr>
<td>Review/critique</td>
<td>Topic; structure; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Story, short story</td>
<td>Title/topic; structure; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Script (speech, report, sketch)</td>
<td>Title/topic; structure; content; register; style; layout.</td>
</tr>
</tbody>
</table>
Appendix 3: Kinds of writing

Main characteristics of different kinds of writing

The following descriptions outline the main characteristics of the seven different kinds of writing. They are intended as a guide only; candidates would not be expected to include all aspects in their writing.

Descriptive writing
- Vividly portrays a specific person, place, or thing in such a way that gives intensity of focus, allowing the reader to visualise the subject and enter into the writer’s experience.
- While its main purpose is to describe a particular living, non-living or natural phenomenon, it can also persuade, inform or move emotionally.
- Describes aspects of the subject and is rich, vivid and lively in its detail.
- Uses sensory language elaborately.
- Uses figurative language such as simile, hyperbole, metaphor, symbolism and personification, showing, rather than telling, through the use of active verbs and precise modifiers.
- Writing can vary from formal to informal, depending on the purpose and audience.
- Significant textual features:
  - title *
  - orientation (setting the context) *
  - description of aspects/characteristics
  * optional stage

Narrative writing
- Tells a story or part of a story.
- Can use any events, real or imagined, which would make a good story or otherwise suit the author’s purpose.
- The focus of the text is on a sequence of actions.
- It has
  - a plot structure:
    - introduction (orientation)
    - rising action
    - climax
    - falling action
    - resolution
  - characterisation
  - setting
  - theme
  - narrative stance (point of view)
  - narrative devices
  - sequencing
  - transitions.
• The characters in the narrative have defined identities and identifiable roles and relationships.
• Descriptive language is chosen to enhance and develop the story by creating images in the reader’s mind.
• Vocabulary and language use must be related to the writer’s style (e.g. emotive, neutral or poetic) and appropriate to and consistent with the world of the narrative (e.g. the historical period in which the narrative is set).
• Uses mainly action verbs but also many verbs that refer to what the participants said, felt or thought.
• Normally written in the past tense, with many linking words to do with time.
• Dialogue is often included during which the tense may change to the present or future.
• Can be written in the first person (I, we) or third person (he, she, they).
• Can have paragraphs of unequal length; one sentence may even constitute a paragraph to emphasise an important message.

**Personal writing**
• Creates a sense of person/personality for the writer in the reader’s mind.
• Establishes a relationship/intimacy/empathy between the writer and the reader.
• Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
• Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
• Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
• May, in certain contexts, use contracted language, such as is used in speech.

**Informative writing**
• Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
• Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of “friendly helper” with the reader.
• Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas to convince the reader rationally and objectively that a particular point of view is correct).
• Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
• Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
• Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.
Persuasive writing

- Manipulates the reader’s emotions and opinions to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (e.g. advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Evaluative writing

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason — not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

Imaginative writing

- Manipulates the reader’s response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.