Spanish  
(F–10 Sequence and   
7–10 Sequence)

Victorian Curriculum F–10 Version 2.0

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# Introduction

## Rationale

Communication is a human imperative. Communication in Spanish involves interaction to convey meaning, as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and to reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning Spanish broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. A capability solely in English, despite its status as a world language, can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning Spanish develops learners’:

* communication skills
* literacy skills in their first and additional languages
* intercultural capabilities
* understanding of, and respect for, diversity and difference, and openness to different experiences and perspectives
* understanding and appreciation of how culture shapes worldviews, and extends their understanding of themselves, and their own heritage, values, culture and identity
* critical and creative thinking.

Spanish is the official language of Spain and an official language in Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Uruguay and Venezuela. It is also one of the official languages of the European Union and the United Nations. Spanish is widely spoken in communities throughout the world, including Andorra, Belize, Gibraltar and the United States. Usage of the Spanish language naturally varies across countries and communities; these regional differences make the language richer.

The ongoing linguistic and cultural influence of Spanish-speaking communities can be seen globally in areas such as architecture, film, art, cuisine, dance, literature and music. This influence is evident in Australian society today.

Spanish-speaking migrants have made a significant contribution to shaping multicultural Australia. Their patterns of migration have been influenced by a variety of factors, including economic and political circumstances, interest in tertiary education, and employment opportunities presented by trade agreements in sectors such as agriculture, mining and technology. The Spanish language has been taught in Victorian schools and universities since the 1970s.

Learning Spanish enhances students’ understanding of their own language(s) and develops their appreciation of the language and cultures of Spanish-speaking communities. It also enriches travel experiences, increases employment opportunities and promotes understanding of diverse attitudes, beliefs and values.

Learning Spanish provides opportunities for students to engage socially, culturally and economically in many domains, such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

## Aims

The 4 interrelated aims of the Spanish language curriculum are to develop knowledge, understanding and skills to ensure students:

* communicate in Spanish
* understand the relationship between language and culture
* develop intercultural capabilities
* understand themselves as communicators.

## Structure

### Pathways

Spanish has been developed as a Second Language Learner Pathway, which caters for students learning Spanish as a second or additional language.

### Sequences

Spanish is presented in 2 sequences that offer different entry points into language learning:

* F–10 Sequence, for students who begin to learn the language in Prep and continue to Year 10
* 7–10 Sequence, for students who begin to learn the language in Year 7 and continue to Year 10.

The VCAA acknowledges that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students by making appropriate adjustments to differentiate learning experiences and cater for learners of different backgrounds.

The F–10 Sequence is presented in 5 curriculum bands, beginning with Foundation to Level 2, followed by Levels 3 and 4, Levels 5 and 6, Levels 7 and 8, and Levels 9 and 10. The 7–10 Sequence is presented in 2 bands: Levels 7 and 8, and Levels 9 and 10.

### Strands and sub-strands

Content in Spanish is organised under 3 interrelated strands, each with a number of sub-strands (as shown in Table 1).

Table 1: Strands and sub-strands within the Spanish curriculum

| Strand | **Engaging with Spanish Language and Culture (F–2 only)** | **Communicating Meaning in Spanish** | **Understanding Language and Culture** |
| --- | --- | --- | --- |
| Sub-strands | Engaging with Spanish language  Engaging with Spanish culture | Interacting in Spanish  Mediating meaning in and between languages  Creating text in Spanish | Understanding systems of language  Understanding the interrelationship of language and culture |

#### Engaging with Spanish Language and Culture

This entry-level strand appears in Foundation to Level 2 only. It involves students’ early exploration of and play with language learning. There are 2 sub-strands.

##### Engaging with Spanish language

Developing receptive language skills in the classroom environment; exploring, noticing, listening and recognising, and then progressing to responding and using oral communication.

##### Engaging with Spanish culture

Exploring and noticing connections between language and culture.

#### Communicating Meaning in Spanish

This strand involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

##### Interacting in Spanish

Communicating and exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

##### Mediating meaning in and between languages

Locating, obtaining, interpreting and conveying information through a range of spoken, written, viewed and multimodal texts; moving between languages and cultures non-verbally, orally and in writing; recognising different interpretations.

##### Creating text in Spanish

Creating a range of spoken and written texts for specific contexts, purposes and audiences.

#### Understanding Language and Culture

This strand involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

##### Understanding systems of language

Understanding the linguistic features of the language, including sound, writing, and grammatical and textual conventions.

##### Understanding the interrelationship of language and culture

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In Spanish, students progress along a learning continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards:

* F–10 Sequence – the first achievement standard is provided at Level 2 and then at Levels 4, 6, 8 and 10
* 7–10 Sequence – the first achievement standard is provided at Level 8 and then at Level 10.

### Content descriptions

In Spanish, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Spanish

Learning in Spanish is pitched to second and additional language learners, who are the dominant group of Spanish language learners in the current Australian context.

Students of Spanish in Victorian schools come from a range of backgrounds. Most students will be learning Spanish for the first time, while some may have existing connections to Spanish through early learning experiences or as background Spanish speakers. Students who bring prior knowledge of Spanish to the classroom may have experience of regional variations of Spanish, or may speak several languages at home.

### Spanish language

As both Spanish and English belong to the Indo-European family of languages, they share many similarities such as alphabet, vocabulary, and language structures and features. Knowledge of Spanish can also facilitate the learning of other Romance languages, derived from Latin, such as Portuguese, French, Italian, Romanian, Catalan and Galician.

Because Spanish is used so widely around the world, there are phonetic, morphological, syntactic and semantic variations in the use of Spanish across regions. Distinctive characteristics and features of the Spanish language guide the teaching and learning of the language in schools. The close correspondence between the written and spoken forms of Spanish assists with spelling and the development of literacy in general, as well as with speaking and listening skills.

Although the Spanish alphabet and writing system are similar to those of English, there are some differences that may be unfamiliar to some learners, such as the use of accents, inverted question and exclamation marks at the beginning of questions and exclamations, respectively, and the distinctive letter ñ.

Word order in Spanish differs from English, most noticeably in the positioning of adjectives after nouns. Other fundamental differences from English are the grammatical gender of nouns, and the gender and number agreement between nouns, articles and adjectives. Subject pronouns that are required in English are often omitted in Spanish. Intonation and stress are important for making meaning, as it is not necessary to invert the subject and the verb to form a question, or to use auxiliary verbs in negative and interrogative constructions.

### Macro skills

The macro skills of listening, speaking, reading, writing and viewing – also known as language modes – are interrelated. The learning of one skill often supports and extends the learning of others. To acknowledge these interrelationships, content in the Languages curriculums incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students’ effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, written, viewed and multimodal texts.

The macro skills are strongly aligned to all 3 strands in the Spanish curriculum (as shown in Table 2) and are implicit in the content of the sub-strands and across the content descriptions.

Table 2: The relationship between macro skills and the strands within the Spanish curriculum

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strand | Macro skills | | | | |
| Listening | Speaking | Reading | Writing | Viewing |
| Engaging with Spanish Language and Culture | ü | ü |  |  | ü |
| Communicating Meaning in Spanish | ü | ü | ü | ü | ü |
| Understanding Language and Culture | ü | ü | ü | ü | ü |

### Texts

Students use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic Spanish texts, such as websites, films, stories, songs, television programs, advertisements and magazines.

Texts can be spoken, written, viewed or multimodal, and in print or digital/online forms. They include all forms of augmentative and alternative communication; for example, gestures, real objects, photographs and images. Multimodal texts combine different modes of communication such as images and written or spoken language.

Texts provide important opportunities for learning about languages and cultures. Purposeful activities can be organised around texts to meet the needs of the students in the classroom. Many of the tasks that students undertake in and out of school involve understanding and producing texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of texts for students to listen to, read, view, write and create. The texts and resources will become increasingly sophisticated and varied as students progress through their schooling.

Teachers in government schools should refer to the [Department of Education social media use policy](https://www2.education.vic.gov.au/pal/social-media/policy) if using social media texts, such as blogs, with students. Teachers in Catholic and independent schools should refer to their sector authorities for advice on social media policies.

### Intercultural understanding

In the Languages curriculum area, the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between Spanish, English and/or their own existing language(s). It is a reciprocal and dynamic process that develops language use and intercultural awareness and understanding.

### The use of Spanish and English

Students should use Spanish to communicate whenever possible in classroom, local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and to use metalanguage to talk about and compare languages and cultures.

# Curriculum – F–10 Sequence

## Foundation to Level 2

### Band description

In Foundation to Level 2, Spanish language learning builds on the Victorian Early Years Learning and Development Framework and each student’s prior learning and experiences with language. In the early stages, the focus is on engagement through imagination and play-based learning. Students first engage with the language and culture through listening, speaking and action-related learning activities. They participate in shared listening and viewing of multimodal texts that reflect the language and cultures of Spanish-speaking communities.

Students learn to communicate with others, and a focus on play is a strong feature throughout this band. They imitate the sounds, shapes and patterns of spoken Spanish, and receive extensive support through modelling, scaffolding and revisiting their learning as their understanding develops. Learners explore the written language, beginning with reading a variety of texts and progressing to creating their own texts about their personal world as they develop their linguistic skills.

Through engaging with texts of increasing depth and complexity, students are given opportunities to expand their linguistic repertoire. They develop their vocabulary, and identify and explain their understanding of language and grammatical features using simple metalanguage.

Culture and language are intertwined throughout every facet of language learning, and students discover that what is familiar to one person can be new to another.

### Achievement standard

By the end of Level 2, students identify the different sounds and rhythms of the Spanish language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Spanish through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Spanish sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Spanish. They expand their repertoire of Spanish words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.

Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Spanish using simple metalanguage. They start to develop written competence by copying letters and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written Spanish language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.

Students explore and recognise the influence of culture on language and identity. They recognise that Spanish is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).

### Content descriptions and elaborations

#### Strand: Engaging with Spanish Language and Culture

##### Sub-strand: Engaging with Spanish language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| notice that Spanish looks and sounds different to other languages  VC2LS2E01 | * becoming familiar with the Spanish alphabet, noticing that there is an additional letter that is not in the English alphabet, the ñ, and exposing students to the sounds of words such as España and mañana * recognising that Spanish uses the Roman alphabet and that it may be different from other alphabets or scripts, for example, those represented in languages spoken by students in the class * recognising that some sounds in Spanish do not exist in English or some other languages and vice versa, and therefore may be challenging to pronounce, for example, La letra erre; la ere * noticing that many onomatopoeic terms (e.g. animal sounds) may be different from those in English and/or other languages when reading stories or singing songs, for example, El pollito dice pío, el gallo dice quiquiriquí, el gato dice miau, el perro dice guau * recognising and applying Spanish vowel sounds and consonant-vowel combinations * tracing letters and common words in Spanish and English, then reading them out loud, identifying some similarities and differences * developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context, for example, marching to a tune or beat, or clapping on each syllable of a word * reproducing the sounds and rhythms of Spanish by repeating after and imitating the teacher, through choral repetition or chants * participating in Spanish versions of children’s songs, games and rhymes, identifying some similarities and differences with versions in English and/or other languages, for example, characters, tunes, keywords and cognates |
| develop oral language skills through exploring and listening to the sounds and patterns of the language  VC2LS2E02 | * singing a variety of songs with repetitive words to facilitate the learning of pronunciation and intonation such as ‘Los pollitos dicen’, or songs with English equivalents such as ‘Cabeza, hombros, rodillas, pies’ * playing alphabet games and songs, and imitating sounds, intonation patterns, tongue placement and shape of mouth to pronounce letters * playing bingo with sounds, words or phrases with cards or boards created using their ‘favourite’ Spanish words in class * sorting flashcards with familiar images and/or words into categories of the sounds, for example, different vowels, starting consonants and rhyming pairs * creating a short wordlist of words grouped into like sounds and practising saying the words, noticing similarities in sounds and spelling * playing and experimenting with language by participating in songs, dances, rhymes and games, and creating mnemonic devices * engaging in shared listening, reading and viewing of texts and discussing reactions, themes, and familiar keywords and phrases * creating word games or rhymes, for example, matching animals or objects with names such as Leo el león and Paquita la vaquita * developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context, for example, marching to a tune or beat * transforming simple statements into questions by raising the pitch of their voice at the end, for example, Fernanda no está. / ¿Fernanda no está? |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases  VC2LS2E03 | * creating choral responses as part of daily routines such as marking the roll, singing a greetings song when starting and finishing the lesson, and using gestures to accompany greetings * using full-body responses to class instructions, such as doing hand gestures when given the instruction Corta, or putting one hand behind their ear for Escucha * following the teacher’s instructions (e.g. Corta; Colorea; Pega) to complete an activity such as building or drawing an imaginary character or object using shapes, colours or body parts, for example, Dibuja la cabeza… * using common greetings and gestures when interacting with others at different times of the day and in different contexts, using appropriate forms of address, for example, ¡Hola, amigas y amigos! and ¡Buenos días, profesora! in informal and formal settings, respectively * using modelled language to introduce themselves with gestures such as pointing to themselves or holding up their fingers, for example, Me llamo / Mi nombre es…; Yo tengo… años * participating in class activities or routines and following instructions, for example, Presente, aquí; ¿Baño?; Gracias; Lo siento; Por favor; ¡Siéntate!; ¡Levántate! * using simple statements to express likes and dislikes, for example, Me gusta or No me gusta in response to simple questions, and using the coordinating conjunction y to list more than one item, for example, Me gustan el perro y el gato * using spontaneous expressions, phrases and non-verbal communication when playing games or engaging in activities with others, for example, ¡Gané!; Es mi turno; Por favor…; Gracias; De nada; Silencio (with index finger to lips), and using gestures to accompany short answers and expressions (e.g. Sí; No; Así, así; No sé; ¡Ojo!) * responding to simple classroom instructions and roll call (e.g., Forma una línea; A caminar; María está aquí; Estoy aquí; No está aquí), and following classroom commands and imperatives using actions or gestures, for example, Siéntense/Sentaos; Silencio, escuchen/escuchad; Recojan/Recoged sus/vuestras cosas; Formen/Formad un círculo; Todos de pie; Levanta la mano; Cierra la puerta * responding to spoken language and instructions through movement or creative expression such as counting with fingers to a number song, doing actions to match the meaning of words or music, acting and miming |

##### Sub-strand: Engaging with Spanish culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| explore connections between language and culture through play and/or imagination  VC2LS2E04 | * recognising the cultural significance of hand gestures and facial expressions that accompany Spanish words and phrases, and that the meanings and use of simple expressions can sometimes be conveyed non-verbally * using simple expressions such as greetings for different times of the day, occasions and people (e.g. ¡Buenos días, profesora/señora/maestra!; ¡Buenas tardes!; ¡Buenas noches!; Hola, ¿qué tal?; ¿Cómo está?) * noticing body language and tone when using some Spanish words, expressions and exclamations when playing and conversing with one another (e.g. ¡Ay!; ¡Salud!), and comparing these with English words * researching traditional children’s toys and games from a range of Spanish-speaking countries, for example, wooden yoyos or lotería, and playing with these toys and games in class * playing and engaging with cultural items from Spanish-speaking countries, such as euros, postcards and authentic items * exchanging ideas, feelings and understandings of language and culture through play-based experiences such as dress-ups, puppets, and pretend cafés and Spanish shops such as la panaderia and el mercado * participating in role-plays, where children act out imaginary situations and stories, becoming different characters, which may involve pretending they are in different locations and times, for example, after reading traditional stories or learning about a cultural practice * learning the basic steps of a traditional dance from a Spanish-speaking country, such as flamenco, Mexican folk dance or traditional cumbia * understanding that different forms of language are used with different people to show respect and familiarity and that there may be regional variations, for example, using appropriate pronouns and forms of address such as tú, usted, vos, doctor García, Doña Aura, Joselito and Amelita |

#### Strand: Communicating Meaning in Spanish

##### Sub-strand: Interacting in Spanish

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| communicate using formulaic and modelled language relating to aspects of their personal world  VC2LS2C01 | * interacting with the teacher and their peers to introduce themselves; greet and farewell others; describe friends, family and favourite things; respond to greetings; and express feelings and emotions such as ¿Cómo estás? Estoy contento/a. * naming and describing mi persona especial, such as a family member, carer or friend, understanding that families are diverse * conveying factual information about favourite things at the level of words or simple sentences, for example, Mi casa es grande; La pelota es roja; Tu celular es nuevo * talking about their preferred activities and likes/dislikes by creating a shared vocabulary, for example, Me gusta el fútbol australiano; No me gusta la sopa * creating, describing or acting out the part of real or imaginary characters using formulaic language, favourite sayings and supporting pictures/models, or pointing to relevant aspects as they explain, for example, El monstruo tiene ojos grandes; Mi perro tiene ojos marrones/café; Soy un zorro, me gusta el pollo * introducing and describing themselves using modelled sentence structures and visual supports such as photos, pictures or digital images, for example, Me llamo Jorge. Tengo siete años. Tengo un/a hermano/a. Este es mi papá. Esta es mi mamá. Mi perro es blanco. * exchanging, sorting and classifying objects and attributes by shape, colour and number, using simple question forms and affirmative/negative responses, for example, ¿Tienes un triángulo amarillo? Sí, toma; ¿Tienes un cículo rojo? No, tengo un cículo azul. * taking part in short role-plays or skits using spoken and visual cues, props and authentic resources such as toys, clothing, models and toy food, for example, ¿Tienes una mascota? Sí, este es mi perro. Es lindo ¿no? * using formulaic language to express thanks, apologies or praise and to offer well wishes or encouragement, for example, Gracias; De nada; Lo siento; Disculpa; Muy bien; ¡Qué divertido! |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cues  VC2LS2C02 | * reading books in Spanish together during circle time, using simple modelled expressions (e.g. ¡Ay no!; ¿Qué pasa?; ¡Qué bien!) and responding to stories using gestures * describing images from books, photos or posters, building on vocabulary in a visible and relatable way * using a familiar children’s story and rewriting it as a class, modifying some words, for example, in La oruga muy hambrienta, change El sábado, comió una quesadilla…, and then editing their own texts or a collaborative text * participating in games or activities that involve taking turns, suggesting, making choices or swapping/matching items, for example, Vamos a jugar a «pares y nones»; Vamos a pintar; ¿Qué hora es, señor Lobo? Es hora de correr/saltar/volar.; El escondite inglés; La vaca eres tú; Me toca; Gané; Te toca; Simón dice: «todos a saltar» * using spontaneous expressions, phrases and non-verbal communication when playing games or engaging in activities with others, for example, ¡Gané! Es mi turno; Por favor,…; Gracias; De nada; Silencio (with index finger to lips) * observing features of familiar types of texts such as stories, greeting cards and nursery rhymes, for example, the use of the story-starter Érase una vez…, and comparing it with English * asking questions during play, for example, asking ¿Dónde está?, when an object or toy is hidden in class, and then receiving clues from the rest of the class in Spanish to help them find it * participating in shared class stories such as La oruga muy hambrienta, and responding to and repeating keywords (e.g. Clase, clase…; Sí, sí; ¿Qué pasa?; ¿Qué come la oruga?), or pretending to be a character and using words, actions and phrases from the text (e.g. ¡Tengo hambre!) * demonstrating early literacy skills and comprehension of texts by labelling, matching, drawing, miming or onscreen pointing, clicking or dragging, for example, cutting and gluing pictures of events in a timeline sequence, or dragging onscreen pictures to words * presenting factual information about themselves, their family, friends and everyday objects, using simple statements and visual support materials |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrases  VC2LS2C03 | * participating in shared reading, viewing or listening to short, imaginative texts with peers, and responding through mime, drawing and dance * listening to the teacher’s instructions and using non-verbal cues to label, match, circle, cross out, join or draw items, for example, la mesa; el lápiz; el cuaderno; la pera; la manzana; el perro; el gato * listening to, reading or viewing adapted Spanish versions of familiar stories (e.g. ‘Ricitos de oro y los tres ositos’; ‘Los tres cerditos’; ‘El patito feo’), and incorporating recurring keywords and expressions when re-enacting elements with puppets, actions or props, for example, ¡El lobo es feroz!; El osito está triste * responding to questions about people, places and objects that elicit details such as characteristics, size, colour, shape or quantity, for example, ¿De qué color es la casa? La casa es azul.; ¿Dónde está el gato? El gato está en Lima.; ¿Cuántos cerdos hay?; ¿Tico Tango es un loro grande o pequeño? * responding to spoken, print or digital texts, such as stories, rhymes, dialogues and songs through playacting, illustration or movement, for example, raising their hand and saying sí or no to a question about the text, or circling a favourite character * categorising information using graphic organisers such as drawings or simple tables, for example, recording likes or dislikes, or classifying animals, masculine/feminine words or fruits/vegetables * responding to texts by sequencing pictures and simple text in the order that events occurred, or by creating a storyboard to retell a story or information * reading a Big Book or viewing a PowerPoint of a known text and making informed guesses for words that have been covered up or blanked out |
| explore and make meaning from sounds, words and phrases for familiar objects or terms in Spanish through play, and discover how languages influence each other  VC2LS2C04 | * recognising that aspects of songs, stories, rhymes and pictures from Spanish-speaking cultures may look or feel similar or different from their own language(s) and culture(s) * understanding that the English and Spanish languages borrow words from each other and that some words in English and Spanish come from other languages * listening to recordings of animals and saying their names in Spanish, exploring and comparing familiar onomatopoeia in Spanish and English, such as pío (pájaro), quiquiriquí (gallo), miau (gato) and guau (perro), and then making the relevant noise when their teacher says the name of the animal * using numbers for simple ideas, for example, telling the time to the hour (e.g. ¿Qué hora es?), expressing age and dates, and playing games such as What’s the time, Mr Wolf? * playing hide-and-seek with classroom objects, for example, ¿Dónde está el lápiz? Debajo de la mesa. * recognising Spanish–English cognates and creating a word wall to refer to during class games and activities * recognising target vocabulary and playing group snap to demonstrate their understanding by racing to find the image of the word the teacher calls * performing role-plays, such as buying fruits and vegetables, or acting as a character from a story that is familiar to the class |

##### Sub-strand: Creating text in Spanish

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create spoken and written texts using words, familiar phrases and modelled language  VC2LS2C05 | * using digital tools or apps collaboratively in pairs or groups to enhance learning, recall and digital literacy, and to encourage sharing and teamwork, for example, listening to or reading Spanish texts and matching pictures to words; tracing words on the screen; or repeating words they hear * revising target vocabulary or sentences by contributing to class activities and resources that involve naming, illustrating and matching, for example, placing keywords in Spanish with pictures on a wall display or collage, and adding to the display throughout the year * naming family members, friends and pets using props such as photos, pictures, toys or models made from plasticine or playdough (e.g. mi hermano Jonathan; mi perro Bobby; mi amiga Amelia), and then using singular possessive adjectives (e.g. mi casa, mi hermano, tu amiga) to show ownership, for example, Este es mi lápiz * using formulaic expressions to write cards for congratulations, praise or well wishes related to special occasions or events (e.g. ¡Feliz Navidad!; ¡Feliz cumpleaños!; ¡Feliz Año Nuevo!), and using basic punctuation marks such as inverted question marks and exclamation marks in modelled expressions * collaborating to create spoken texts and role-plays representing different scenarios, for example, practising parts of the body by acting out me duele and naming different parts of the body, while the audience responds using words (e.g. ¡Qué mal!) and body language * creating posters using images and single words, sentences or paragraphs to display and share with the class * noticing the endings of simple verbs (e.g. comer, bailar, hablar, escribir, correr, jugar, caminar), and using the verbs in modelled and formulaic expressions, for example, Yo hablo español; Yo juego al fútbol * recognising the use of accents in subject pronouns and using some pronouns to identify people, objects or animals, for example, yo, tú, él, ella * creating simple personal, imaginative or informative texts in hard copy or on electronic devices, which may include pictorial representations * creating, describing or acting out real or imaginary characters in a story, using formulaic language, favourite sayings and supporting pictures/models or pointing to relevant aspects as they explain, for example, El monstruo tiene ojos grandes; Mi perro tiene ojos marrones/café; Soy un zorro, me gusta el pollo |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| imitate the pronunciation and intonation of spoken Spanish, and understand how sounds are produced  VC2LS2U01 | * experimenting with onomatopoeia and noticing the different mouth and tongue movements required to make the sounds, for example, toc-toc for door knocking, ñam-ñam for eating, or chu-chu or chuca-chuca for a train * practising the facial movements involved with making sound blends in Spanish, and practising open and closed vowels * saying and comparing the feeling of the sound of the soft r between vowels and the rr * saying and/or singing Spanish alphabet rhymes or songs, and noticing that Spanish has the same alphabet as English with the exception of the ñ, but that the letters have different names and make different sounds * reproducing Spanish sounds and intonation patterns through imitation, such as reciting nursery rhymes, tongue twisters and singing songs, for example, singing ‘El muñeco Pim Pon’ * noticing that statements and questions have different intonations (e.g. Luisa no está. / ¿Luisa no está?), by playing a game where they sit down for statements and stand up for questions * using gestures to indicate the intonation patterns they hear, for example, moving their arm upwards when the intonation rises * listening to and imitating Spanish speakers to practise pronunciation and intonation in Spanish * singing songs or repeating language after the teacher with a focus on practising and pronouncing the 5 vowel sounds and consonant-vowel sounds * recognising that some sounds in Spanish do not exist in English or some other languages and vice versa, and that therefore they may be challenging to pronounce (e.g. la letra erre vs. la ere) |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases  VC2LS2U02 | * recognising and imitating the sounds of vowels when combined in diphthongs in common words such as baila, aire, nueve, Europa and siete * listening to and creating simple spoken and written texts using modelled examples and formulaic language * using gender (e.g. el pastel / la torta), simple verb forms (e.g. estudiar, comer, dormir), definite articles, and vocabulary related to familiar environments to describe people, places and things * recognising and applying Spanish vowel sounds and consonant-vowel combinations * sounding out words using syllables and practising saying the words, for example, by using syllable cards with the syllables of each word appearing on different cards, and then working in pairs or groups to put the word together and explain their reasoning * noticing that there are familiar words that form a family and that this may help them understand the meaning, such as pan, panadero/a and panadería * using high-frequency verbs in a variety of contexts * underlining rhyming words or graphemes in short texts or poems * clapping out the number of sounds in words and guessing the number of syllables, for example, saying the word a-mi-gos and clapping 3 times |
| recognise and explore how the Roman alphabet and features of language are used to construct meaning in Spanish  VC2LS2U03 | * recognising that the Spanish alphabet looks similar to English but that the letters have different names and often sound different * gaining phonological awareness and letter-recognition skills by viewing and touching letters, for example, tracing letters in sand or modelling them with playdough * playing with physical or electronic letter tiles that can include the ñ, to form simple, frequently used words * imitating Spanish sounds such as the j in viaje, the ñ in niña, the ll in calle and the rr in carro * identifying additional consonants and digraphs in Spanish such as ñ and ch, and the pronunciation of double consonants such as ll and rr, and experimenting with the positioning of the tongue when producing these sounds * listening to familiar vocabulary and identifying h as a silent letter (e.g. hola, hermana, hoy), and comparing words beginning with the letter h in Spanish and English (e.g. hola vs. hello) or other languages, as well as words beginning with a ‘h’ sound in Spanish (e.g. jirafa vs. jelly) * identifying letters in the context of words, paying attention to different letters such as ñ or letters that represent different sounds such as j * listening to and identifying words, for example, using alphabet cards to play bingo, where they circle target words sounded out by the teacher * observing that days of the week and months of the year are written with lower-case letters, except at the start of sentences |
| identify that written and spoken Spanish has grammatical structures and other language features that may be similar to or different from English and/or other languages  VC2LS2U04 | * recognising that in Spanish different words and language forms are used to address and greet people according to relationship, context and time of day * using simple negation patterns with formulaic language and gestures, for example, No me gusta… with their thumbs down, crossing their hands or shaking their head * noticing plural forms that are similar in English (e.g. perros, niñas, ojos) by matching, comparing and/or sorting vocabulary cards * noticing cognates, words that have a similar pronunciation in Spanish and English (e.g. mango, melón, kiwi, coco, cereal), when listening to texts or playing vocabulary games such as vocabulary snap or ‘Find the word’ * starting to notice the gender of Spanish nouns by listening to language differences and using a range of props and visual cues such as toys (e.g. el oso) and animals (e.g. la jirafa), and then recognising that a wide range of common Spanish words ending in -o are masculine and most ending in -a are feminine, while there is no grammatical gender in English, and observing gender in patterns of naming (e.g. Julio/Julia; Patricio/Patricia) * becoming aware of language to describe features in texts and sentences (e.g. el sujeto; el verbo) by identifying patterns in word order and word classifications when discussing and comparing sentences * making connections between articles and the end of words to understand that Spanish nouns have a gender, using a range of props and visual cues such as fruits (e.g. la manzana) and shapes (e.g. la estrella) * noticing and using singular masculine or feminine forms of nouns and adjectives, for example, el plátano delicioso; la canción chilena * noticing specific grammatical structures in Spanish such as that the personal pronoun can be omitted when reading or listening to simple formulaic sentences, for example, Me llamo… can be used instead of Yo me llamo… * noticing that adjectives usually follow nouns and are used to describe the colour, size, shape or characteristics of a person, place or object (e.g. la casa grande, la pelota gris, la silla amarilla, un auto azul, una mesa cuadrada, una niña alta) and highlighting the adjectives in each sentence * comparing Spanish and English sentences, and recognising that Spanish sentences have a similar structure to English sentences, for example, Vivo en…; Tengo un perro * noticing the structure of simple affirmative statements (e.g. Tengo un perro; Me gusta beber jugo de Naranja; Gloria come verduras), and expressing simple negation in formulaic expressions (e.g. No tengo mascotas; No me gusta el jugo de piña; No es un perro) by particpating in an ‘I do, we do, you do’ activity to rephrase sentences * recognising and using definite and indefinite articles with nouns (e.g. la mesa / una mesa; el niño / un niño), and then using y to list more than one item (e.g. Me gustan el perro y el gato) by working collaboratively to create longer sentences using vocabulary or phrase cards |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on how language, culture and identity are interconnected and discuss how Spanish-speaking communities are similar to or different from others  VC2LS2U05 | * identifying symbols and colours used by Aboriginal and Torres Strait Islander Peoples and by Spanish-speaking communities in a range of contexts, for example, identifying the colours on a range of flags from different countries and communities in Spanish, and discussing what the colours represent in English * discussing how colours or animals can represent different meanings and identity across cultures, for example, blanco in Chile represents the snow of the Andes, whereas in Peru it is the colour of ‘peace’; or the national bird that is known as torogoz in El Salvador and guardabarranco in Nicaragua * exploring Spanish-speaking countries’ celebrations, customs, costumes and foods, and common expressions and vocabulary related to these events by engaging with a range of authentic visual resources such as videos, animations, pictures, books and posters; and describing colours and features of traditional dresses from different countries as a way of noticing different clothing and materials * looking at some familiar words for foods and their origins, such as tacos, tortilla, paella and churros * noticing how local names of streets, places and landmarks can have their origins in language(s) of Aboriginal and Torres Strait Islander Peoples, identifying the meanings of these place names, for example, ‘You Yangs’ comes from the Wadawurrung words Wurdi Youang, meaning ‘big hill’, and then discussing the Spanish names of landforms that also denote physical characteristics, such as Sierra Nevada or Río Hondo * locating Spanish-speaking communities on a world map, with support, and understanding that Spanish is the national or official language of 21 countries and that culture varies greatly among these places * recognising that Spanish is an important and influential world language, spoken in different forms in many countries, including Australia, and that variations of words and expressions exist, such as la banana / el plátano, marrón/café, or the wide variety of names for popcorn * recognising that languages and communities have different protocols regarding the use of terms of respect, for example, there are ways of addressing Aboriginal and Torres Strait Islander Peoples using familial terms (e.g. ‘Uncle’ or ‘Aunty’) depending on the relationship, and comparing these terms with those in Spanish and/or other languages * listening to and recognising that there are a variety of accents across the Spanish-speaking world by watching or listening to texts * viewing video clips or reading country-specific books to notice the varieties of climates, geography, flora and fauna in the Spanish-speaking world |
| identify where Spanish is used around the world and recognise that there are many different languages spoken in communities throughout Australia  VC2LS2U06 | * recognising that Spanish is one of many languages spoken around the world and in Australia, and then identifying the different communities in Australia where Spanish is spoken * understanding that there are many different languages in the world, that Spanish is spoken by different communities, and that some people may speak more than one language * exploring world maps with support, researching countries around the world that have Spanish as a main language * exploring different languages and cultures of class members, identifying different ways of greeting and expressing common terms such as ‘yes/no’ or ‘hello/goodbye’ * discussing that there is no single correct way of speaking or pronouncing Spanish, as there are many accents and many Spanish-speaking communities * celebrating the range of languages and cultures in the classroom, school or wider community * noticing expressions and terms they may hear or use in Australian English that reflect lifestyles and culture, such as terms associated with greetings, food, the land and sports (e.g. g’day, ta, barbie, sausage sizzle, brekkie, backyard, billabong, footy) * identifying themselves as belonging to different groups such as family, community, class or peer groups (e.g. Yo soy australiana y chilena; Estoy en la clase B), and representing these relationships by drawing pictures, adding captions to photos or creating digital texts * showing examples of how gestures and body language are similar to or different in Spanish to the language(s) they speak at home |

## Levels 3 and 4

### Band description

In Levels 3 and 4, Spanish language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers through purposeful and creative play in structured activities that involve listening, speaking, reading, writing and viewing. They use Spanish to interact with their peers and teachers and to participate in activities in familiar settings that reflect their interests and capabilities. They use local and digital resources to explore Spanish-speaking communities. They continue to receive extensive support through modelling, scaffolding and repetition, as well as the use of targeted resources.

Students develop active listening skills and use gestures, words and modelled expressions, imitating the sounds, pronunciation and intonation of Spanish. They locate information, and respond to and create texts using written and spoken Spanish. They access authentic and purpose-developed Spanish-language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise the interconnected nature of language, culture and identity.

### Achievement standard

By the end of Level 4, students use Spanish to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts.

Students imitate the sound combinations and rhythms of spoken Spanish. They demonstrate their understanding that Spanish has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Spanish and make comparisons between Spanish and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Spanish

##### Sub-strand: Interacting in Spanish

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions  VC2LS4C01 | * using formal and informal greetings in a variety of contexts, for example, greeting friends or teachers, ¡Hola! ¿qué tal?; ¡Buenos días, profesora!; ¡Buenos días, clase!; ¿Cómo estás?; ¡Buenas tardes!; ¡Hasta mañana! * making requests and responding as part of the class routine and regular class interactions, such as asking for items, requesting help, clarification, rephrasing or repetition, using singular/plural forms within relevant contexts, for example, ¿Me prestas…? Aquí tienes.; ¡Claro que sí!; Permiso…; Habla más alto; Cerrad vuestros libros; Pásame las tijeras, por favor; ¿Dónde están los lápices?; ¿Puedo usar mi ordenador/computadora?; Busca la aplicación… en tu tableta; Escriban en sus cuadernos…; Repite, por favor…; ¿Cómo se dice…?; ¿Cómo se escribe…? * applying communication and repair strategies when interacting such as ¿Puede(s) repetir, por favor?; Otra vez, lo siento; ¿Cómo se escribe…?; ¿Cómo se dice… en español? * using a range of interrogatives to obtain further details (e.g. ¿Cómo te llamas?; ¿Cómo se llama tu padre?; ¿Cuál es tu/su nombre?; ¿Cómo te apellidas?) and using posters or cards for reference * using question-and-answer pairs to share information about school and home life, in conversations or through games, for example, ¿Quién es él? Es mi amigo/a.; ¿Qué hace tu mamá? Mi mamá es trabajadora social.; ¿Qué deporte practica Miguel? Él juega al fútbol.; ¿Qué te gusta de tu escuela? Me gusta hablar con mis amigas en el patio. * responding to simple questions about their class environment, schedule or daily routine, for example, describing the weather and date in a news presentation on video using modelled language (e.g. ¿Qué tiempo hace?; ¡Qué calor hace!; ¿Qué clase tenemos hoy?; Hoy tenemos las clases de español y música) * exchanging information about family, friends or interests in everyday conversations or during ‘think, pair, share’ activities, using simple descriptive statements and conjunctions to elaborate on ideas, for example, ¿Tienes hermanos? Sí, tengo un hermano y una hermana. ¿Y tú? No tengo hermanos, pero tengo muchos primos. * listing and explaining school and family routines and activities using expressions related to time and days of the week, for example, Voy al colegio todos los días; El/Los martes, juego al tenis; Todos los martes, practico natación * listening to the teacher describing features, characteristics and locations of particular objects or places and discussing their understanding, for example, Mi celular/móvil es viejo; Este libro tiene ilustraciones muy bonitas; La biblioteca en la calle Swanston es gigante; Los lápices están a la izquierda del escritorio |
| participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structures  VC2LS4C02 | * demonstrating understanding using gestures, such as when saying Escucha; Mira; Escribe en tu cuaderno; Corta el papel * negotiating and confirming turn-taking and complimenting their classmates during class activities and games, for example, ¿Me/Te toca?; Es mi/tu turno; ¡Muy bien!; ¡Felicitaciones/Enhorabuena! Qué guay!; Excelente, buen trabajo * creating simple action songs and games that include alternating repetitive phrases in Spanish and, when relevant, English, for example, Amanda manda/Simón dice or Piedra, papel o tijeras * following procedures such as a recipe, craft-making or science experiment, and repeating the language of sequencing and instructions (e.g. Paso 1 lavar. Paso 2 pelar. Paso 3 cortar.) or working as a team, Tú lavas, yo corto * working together to write, rehearse and present a simple plan for a special event such as an assembly or class presentations in groups, and allocating tasks such as writer or presenter, for example, Carlos va a escribir. María va a usar la computadora. Todos van a hablar. * negotiating tasks when organising group tasks such as planning a puppet show, creating a canteen menu or picture book for a buddy class, and collaborating to make decisions about content, vocabulary and design, for example, ¿Cuál te gusta más, ésta o ésa?; Dame/toma/pásame el pegamento / la goma * creating texts using visual, print and digital modes of expression, for example, party invitations, displays for bulletin boards, a performance or a class event, for example, Querido/a amigo/a: Me gustaría invitarte a mi… el 15 de enero,; ¡Nos vemos en mi casa. ¡Te espero! Gracias. ¡Hasta pronto! * participating in planning and organising a shared activity such as a picnic or class party to welcome real or imaginary Spanish-speaking guests, discussing who will bring what, who will invite people and run activities, for example, Hagamos un queque / un pastel / una torta; Vamos a hacer bocadillos; ¿Quién trae el azúcar? ¿Quién la harina? ¿Quién trae la miel? ¿Quién trae la leche?; Jason trae servilletas. Yo traigo vasos. |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts  VC2LS4C03 | * questioning or surveying classmates about their likes and dislikes, interests or favourite things, and representing the data in various formats such as pie charts, lists, tables or a shared class graph, for example, ¿Cuál es tu videojuego/animal favorito?; ¿Te gusta…?; ¿Cuándo es tu cumpleaños? * watching a video clip, short film or television advertisement to identify and respond when certain words or expressions are heard, for example, clapping when listening for a specific word or expression, and then responding to questions based on the teacher’s description of what is seen (e.g. Esta es una hoja. ¿De qué color es la hoja?) and advancing to movie-talk activities * researching aspects of the Spanish-speaking world, for example, animal species, currency, Indigenous languages/communities in Spanish-speaking countries, and presenting information in new ways such as a digital display or a spoken, print or visual presentation with names, descriptions and captions, for example, La llama es blanca y es de…; La moneda de… es el…; Los indígenas de… son… * listening to, reading or viewing a range of texts through shared and guided participation, and responding to questions about the characters, ideas and sequence of events, or by illustrating and captioning aspects of texts in storyboards * using a range of techniques to act out or animate the key physical and character traits of well-known characters, incorporating their favourite sayings/words, sounds, gestures, accent and intonation, for example, ¡Soy Miguel, me gusta cantar y tocar la guitarra! ¡Vamos, arriba! * expressing their personal reactions to characters or events in texts such as children’s television programs, stories and songs, using artefacts such as puppets or masks, for example, Me gusta/no me gusta…; ¡Qué horrible!; ¡Qué raro!; Ellos son muy graciosos/divertidos; Ellas son muy graciosas/divertidas * comparing information about activities and practices in a Spanish-speaking country and Australia, for example, listening to, reading or viewing texts, researching online, or interviewing a Spanish speaker or penfriend about aspects of school life such as timetables, canteen menus, extracurricular activities or sports * creating adaptations of well-known stories using familiar phrases, for example, ¿Dónde va el señor pollo? El señor pollo va a Colombia. En Colombia, el señor pollo va a un banco.; ¿Dónde está Wally? Wally está en un barco. Wally va a Argentina. * sorting and categorising information from a range of texts such as leaflets, advertisements, menus, catalogues, short radio announcements or video advertisements, using tables, graphs and diagrams, for example, classifying plants/animals, natural/manufactured items and recyclable/disposable objects, or sorting by price, colour or size * listening to factual reports such as weather updates, sport scores, television/film programs, and creating an invitation for their friend(s) to participate in an activity, incorporating elements from the stimulus text, for example, Mañana llueve y hace sol. ¿Vamos al partido?; Hace sol, ¿jugamos? |
| develop strategies to comprehend and produce Spanish, adjusting language to convey meaning and/or intercultural understanding in familiar contexts  VC2LS4C04 | * comparing Spanish expressions used in routine social interactions (e.g. greetings) with equivalent English expressions, identifying similarities, differences and cultural references, for example, ¿Qué tal? – Hi!; Chao – See you later; ¡Buen provecho! – Enjoy your lunch! * watching short video clips and recognising differences in vocabulary and expressions that can be regional (e.g. ¡Qué guay! in Spain; ¡Qué chévere! in Colombia; ¡Qué padre! in Mexico) and practising using different expressions with a partner * matching signs from the Spanish-speaking world with equivalents found in Australia, for example, Llamas en la carretera and ‘Koalas crossing’; No pisar el césped and ‘Keep off the grass’ * recognising when to apply varying levels of formality and show respect depending on the occasion, context and relationship between speakers (e.g. using Por favor…; Gracias; De nada; Permiso) and discussing the importance of manners and showing courtesy in social situations * viewing social interactions to identify and discuss how different Spanish speakers respond in different social situations as part of social etiquette, such as saying Salud when someone sneezes or Buen provecho when students are about to eat their lunch, and discussing that in some places, for example, in Mexico, it is impolite to not say Salud * identifying words, expressions or conventions in Spanish that would need to be explained to a non-Spanish speaker, such as expressions associated with affection and familiarity using diminutives (e.g. Beto, Chema, Juanita/Juanito, Abuelita) * commenting on culturally specific elements of stories or songs, such as family relationships or the role of music or performance, for example, observing that it is common to include extended family in stories about families * comparing Spanish naming expressions and conventions to English and other languages spoken by students in the classroom (e.g. Valeria Alejandra González García, Luis Ángel Rojas Contreras) * considering context and audience, noticing surrounding words in a sentence to infer or guess the meaning of new words or expressions, for example, reading sentence strips or short texts and discussing possible meanings * discussing strategies to help mediate meaning, such as identifying familiar or similar spellings of words, recognising cognates or parts of speech, and using these to support their understanding of new words and concepts encountered in Spanish texts during class reading activities |

##### Sub-strand: Creating text in Spanish

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions  VC2LS4C05 | * creating a Todo sobre mí, self-profile or self-introduction, using a variety of resources, including electronic devices, for example, using captioned photos in a scrapbook, a slide-show presentation, or a digital, animated character representing themselves to highlight key characteristics and details, for example, Tengo nueve años; Vivo en Melbourne; Estudio chino los sábados; Tengo el pelo negro y los ojos verdes * recording videos or performing for the class, for example, presenting a daily or weekly weather report using formulaic expressions such as Hoy en… hace calor * planning and presenting information on cultural events, stories or objects of interest to peers, for example, adapting a popular Spanish children’s story to a puppet show or presenting a show-and-tell of a cultural artefact from a Spanish-speaking country, using a combination of language and visual images such as photos, illustrations, captions and diagrams, such as Esto es un/una…; Es…; Es de… tiene… * recreating familiar Spanish stories or fables to share with younger learners of Spanish, using modelled language and images or performance to engage the audience * creating stories by writing the first part of a short, imaginative text, independently or in pairs, and exchanging papers with others to complete a story or sentence, for example, Érase una vez un conejo blanco… * singing or reciting alternative versions of familiar songs or rhymes learned in class, for example, ‘La vaca lechera’ and ‘La vaca loca’, or ‘La gallina turuleca’ and ‘La gallina feliz’ * making a sculpture using modelling clay or recycled materials, and annotating it to explain their creation, for example, Esta es mi mascota. Es un perro. Tiene el pelo marrón y los ojos negros. * creating simple paper or digital bilingual texts such as Cuentos de la selva, by creating captions for a series of images, or a mini book such as El reciclaje or Los animales de Sudamérica * researching a Spanish-speaking country, region or community, and writing a packing list appropriate for weather conditions and activities, for example, Mi lista de equipaje para la Patagonia: botas de montaña, chaqueta, gorro… |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences  VC2LS4U01 | * recognising and emphasising different intonation for statements, commands, exclamations and questions (e.g. Rosa va a la escuela. / ¿Rosa va a la escuela?; ¡Vamos todos!; ¡Ay, ay, ay!; ¡Guácala!), for example, by completing a dictation-style activity, annotating sentences, and adding question marks or explanation marks * playing card games such as word bingo and snap with more difficult sounds, for example, the letter c in camino/coco vs. cero/circo * using an existing text or co-creating a poem showing examples of known words that use the silent h (e.g. hamaca, ahora, almohada), and recognising that the h in loan words is not pronounced as it would be in English either (e.g. hotel, hipopótamo, hospital, héroe, hamburguesa, helicóptero) * understanding that some letters blend to make single sounds, for example, gu in sigue; qu in queso; gü in pigüino * practising different sounds such as the rr by reciting tongue twisters, for example, Erre con erre guitarra, erre con erre barril * using onomatopoeia for animal sounds, actions and reactions during group reading and spoken texts, for example, Achís; Auuuu; boing * exploring the function of accents in relation to stress and pronunciation (e.g. café, teléfono, árbol) |
| recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning  VC2LS4U02 | * recognising and using a variety of personal pronouns (e.g. yo, tú, él/ella/usted, nosotros/nosotras, vosotros/vosotras, ustedes, ellos/ellas/ustedes) during matching or classifying activities, for example, using toy fishing rods with magnets to ‘go fishing’ for the singular or plural personal pronouns * observing and experimenting with the use and omission of subject pronouns by looking at verb endings and conjugations (e.g. Tengo instead of Yo tengo; Vivo en Australia; Estudio en la escuela; (Ella) Es Lourdes), recognising that the subject pronoun is often used for emphasis * identifying gender-and-number agreement in simple sentences, for example, La motocicleta es negra; Los pantalones del uniforme son verdes; Los/Las estudiantes son creativos/as * using numbers in context to indicate quantity, tell the time, dates and ages, noticing patterns, for example, Tengo cinco amigas; Son las tres en punto; Hoy es veintiuno de agosto; Tengo nueve años * identifying some possessive adjectives in context in familiar singular and plural forms, and then using modelled language to write and perform a role-play discussing who owns which item, for example, nuestra clase; vuestra escuela; tu abuela; mis amigos; tus compañeros; mis hijos * identifying that some nouns do not follow the regular masculine/feminine ending pattern (e.g. el mapa, el problema, el tema, la mano), and creating a class list or poster * applying modelled punctuation and capitalisation rules when writing, for example, comparing capitalisation in Spanish and English, such as when referring to languages or nationalities, or using different-coloured highlighters or pencils to identify and use different punctuation marks, such as question/exclamation marks * using imperatives/commands to follow simple class instructions and ask others to do something, for example, Date prisa; Colorea el dibujo; Abre tu libro; Enciende las luces * using a range of adjectives to describe appearance and to express feelings or personality (e.g. extraño, fantástico, estupendo, serio), noticing that some change their endings according to the gender of the noun they describe, while others do not (e.g. responsable, inteligente), * using high-frequency verbs in familiar contexts (e.g. ser and estar; dormir; estudiar; cantar) by co-creating short stories using common verbs and vocabulary * using adverbs to locate events in time (e.g. hoy, ayer, mañana), describe weather (e.g. Hoy hace calor) and name days of the week (e.g. Mañana es lunes) * specifying location or direction using prepositions such as en, encima, debajo, a la izquierda de and a la derecha de, for example, using a template and drawing or pasting small images following teacher instructions: Hay una manzana a la derecha del árbol; Hay un pájaro encima del árbol * linking simple ideas using gestures to introduce conjunctions such as y, o and pero, and using gestures to mark the introduction of conjunctions, for example, holding up the index finger when saying pero… or pointing the index finger forward to say y… |
| recognise and compare familiar Spanish language structures and features with those of English and/or other languages, using simple metalanguage  VC2LS4U03 | * building metalanguage to talk about grammar and vocabulary (e.g. singular, plural, masculino, femenino, artículo, adjetivo, sinónimo), comparing with equivalent terms in English and/or other languages represented in the classroom, and then introducing these concepts in context * recognising similarities and differences between spoken and written forms of different types of texts in both Spanish and English, for example, comparing a story in written vs. oral forms, or a message conveyed in a letter vs. a phone call * comparing features of similar texts (e.g. greeting cards, interactive games or canteen menus) in Spanish and English and/or other languages spoken in the classroom, and discussing the use of words, expressions and word order * using prior knowledge of punctuation in English and/or other languages to identify in and apply to Spanish texts (e.g. commas, semicolons, and capital letters for the start of sentences and proper nouns), and to compare the use of punctuation marks, recognising that there are some differences, such as the use of exclamation and question marks, as well as a colon after the salutation line in a letter or email * beginning to recognise Spanish–English cognate patterns, such as the common Spanish and English suffixes -ción and -tion, respectively, used to form nouns from verbs (e.g. acción – action, celebración – celebration, condición – condition, nación – nation, ficción – fiction), for example, using a graphic organiser and a fishbowl or a box with common words that have prefixes or suffixes, and then classifying them |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| identify connections between personal identity, language and aspects of culture  VC2LS4U04 | * viewing a map that shows Aboriginal and Torres Strait Islander languages, noticing how many languages are represented in Victoria, and then learning about the diversity of languages that students in the classroom have a connection to * identifying the Aboriginal or Torres Strait Islander Country or Place on which they live and incorporating this into their self-introduction in Spanish * becoming aware of the variety of ways in which people can be addressed, including the use of non-gendered expressions, for example, Hola, clase; Soy una persona curiosa… * creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline * using terms such as identity, behaviour, celebrations and beliefs to talk about language and culture, for example, responding to prompts such as ‘What does it mean when …?’; ‘Why do you think people do … when …?’; ‘Do you have similar responses or behaviours?’ * expressing reactions to ways of communicating or behaving in Spanish that feel familiar, unfamiliar, enjoyable or challenging, for example, gestures such as a handshake, a kiss on the cheek (or both cheeks), and identifying similarities and differences with their own culture(s) * observing interactions by watching videos or films showing interactions between Spanish speakers, reflecting on how they communicate with family and friends, and with people less close to them, noticing differences in language use, tone and forms of politeness, for example, with young children or with unfamiliar adults * learning that Aboriginal and Torres Strait Islander languages change according to connections and relationships between people, and giving examples of how this occurs in Spanish-speaking communities, using both English and some key Spanish vocabulary to discuss their understanding * understanding that language carries information about the people who use it, and that common expressions and conventions often reflect cultural values, such as the explicit expression of affection reflected in the use of diminutives (e.g. primita, mami, papito, hermanito), and the importance of cultural beliefs reflected in the use of names with religious associations (e.g. Rosario, Mercedes, Pilar), and then making connections to similar naming conventions in the languages and cultures represented in the class * finding examples of words and expressions that have been introduced into the Spanish language in recent times, reflecting changes in interests and access to additional cultural experiences, for example, cambiar de look; usar un outfit; ir al super |

## Levels 5 and 6

### Band description

In Levels 5 and 6, Spanish language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers in purposeful, creative and structured activities that involve listening, speaking, reading, writing and viewing. They interact in Spanish to exchange information and ideas within their school and local environment, and engage with Spanish-speaking communities. They work independently and in groups, with ongoing support from modelling and from digital and print resources.

Students engage with a range of spoken, written, viewed and multimodal texts that may include stories, posters, images, notes, invitations, video clips and procedural texts. They identify language structures and features of Spanish, and use simple metalanguage to reflect on their understanding. They recognise that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.

### Achievement standard

By the end of Level 6, students initiate and use strategies to maintain interactions in Spanish that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Spanish or English, adjusting their responses to context, purpose and audience.

Students use modelled structures when creating and responding in Spanish. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in Spanish and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Spanish

##### Sub-strand: Interacting in Spanish

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment  VC2LS6C01 | * selecting forms of address and greetings appropriate to the time of day, relationship and context in spoken and written interactions, for example, Querida abuela; Hola, María; Estimado señor * sharing personal information about routines and tasks, hopes and dreams (e.g. El proximo año voy a…; Quiero ser…; El fin de semana, espero ir a…; El lunes, tengo que hacer…), for example, writing an email to your teacher, a friend or a Spanish-speaking student * thanking, inviting or congratulating one another using formulaic expressions, for example, Gracias por tu ayuda; ¿Quieres venir a mi fiesta de cumpleaños el sábado?; Enhorabuena/Felicitaciones por tu medalla; ¡Bien hecho! * exchanging print or digital greeting cards for significant occasions such as anniversaries, or responding to an email from a new penfriend in a Spanish-speaking country * creating and displaying charts with vocabulary to express feelings and emotions in response to class stories, activities and interactions, for example, Estoy emocionado por…; Estoy triste; ¡Qué guay!; ¡Qué chévere!; ¡Qué lindo!; ¡No puede ser!; ¡Obvio! * creating role-plays apologising and expressing concern or sympathy to friends and family members in written and spoken interactions, for example, Lo siento mucho; Disculpa por…; ¡Cuídate! Te quiero. * showing reactions, understanding and interest by using strategies such as asking questions and using conversation fillers (e.g. Entiendo; ¿Y tú? Yo también.; Claro; Sí, sí, vale; De acuerdo; Puede ser…; ¡Qué hermoso!; ¡Qué rico!), including single-word or short answers such as Nada, Tampoco and Un poco when participating in a scripted role-play such as organising an outing to a restaurant * presenting information about their local area or school environment to school peers as a video blog, such as a virtual school tour, and accompanying spoken texts with appropriate gestures, facial expressions, body language and formulaic expressions that are culturally based |
| participate in activities that involve discussion with others, using language that expresses information, preferences and ideas  VC2LS6C02 | * playing board games or collaborative games, reading cues and using language to play, for example, Te toca; Tira los dados; La ficha roja es mía * creating digital displays, presentations or performances for their family and friends or the school community, to showcase their progress in learning and using Spanish, for example, Me gusta estudiar español porque… * expressing preferences and opinions (e.g. En mi opinion, el chocolate es más delicioso que…; Me encanta la ciencia, porque es interesante; Hacer los deberes es aburrido; Prefiero comer helado; Me encanta…, porque es el mejor; Me fascina la música de…; Me mola…; No me parece bien; ¡Qué chulo!), for example, when participating in a question-and-answer activity such as ‘Find someone who …’ * working with others to create written and illustrated resources to promote school values and goals, for example, producing a poster to encourage recycling, or making signs to promote actions and behaviour (e.g. Por favor, recicla las botellas; Pon la basura en su lugar; Guarda silencio en la biblioteca; Ayuda a tu compañero/a) * checking their own and/or others’ understanding and progress during learning tasks, by asking questions and making suggestions, for example, ¿Está bien así?; ¿Qué significa…?; Podemos hacer…; ¿Cómo se escribe…?; ¿Ya terminaste?; Terminé / No he terminado; Necesito más tiempo; No entiendo…; Tengo una pregunta; Más despacio por favor * developing a range of interview questions to ask a real or imaginary Spanish-speaking guest and identifying the appropriate register to use, for example, ¿De dónde es/eres?; ¿A qué se dedica?; ¿Qué trabajo tiene?; ¿Cuándo llegó a Australia?; ¿Dónde vives? * participating in real or imagined transactions that involve negotiation, requesting information, considering options, or buying and selling, for example, ¿Cuánto cuesta?; ¿Qué colores tienen?; ¿Tienen descuento?; ¡Qué caro!; ¡Qué ganga!; ¡Qué chulo!; Puedo llevar los pantalones rojos; ¿Qué talla tiene?; Quiero/prefiero la camiseta verde * demonstrating numeracy, negotiation and decision-making skills in activities such as creating a shopping list on a budget, agreeing with a partner about how to spend a set amount (e.g. 100 euros or 1000 Argentine pesos), justifying purchases, adding up amounts and expressing personal preferences, for example, Vamos a comprar los tomates; Las manzanas rojas son más baratas; El total son 80 euros * inventing a questionnaire to create a spotlight or profile of a fellow student or teacher, and then recording the interview as a video or a written article for the school newspaper or website * working in a team to solve a puzzle or problem, for example, reading clues and making decisions about where to go around the school (e.g. Ve a un lugar donde puedes comprar comida / practicar deportes / lavar tus manos / leer libros) |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose  VC2LS6C03 | * viewing and listening to multimodal texts while the teacher describes what is being seen using repetitive comprehensible language, for example, a movie talk, or practising scaffolded comprehension strategies such as predicting and connecting (before viewing), inferring and questioning (while viewing), and completing post-viewing activities such as summarising and using storyboards to retell a story * listening to, reading or viewing authentic texts or extracts and identifying key points relating to aspects of life in Spanish-speaking communities (e.g. family structures; urban and rural lifestyles; young people’s interests, activities and daily routines), and answering questions in Spanish or English, for example, ‘What is the most popular sport in …?’; ‘What is the population of …?’; ‘How is your family structure the same as / different from …?’; ‘What is your impression of …?’ * researching topics of interest such as leisure, recycling, migration, cuisine, sport or geographical features in Spanish-speaking communities, using a range of sources (e.g. magazine articles, books, websites), and organising and sharing the information as posters in print or digital format * adapting a familiar text by resequencing events, adding a new element, changing the location or creating an alternative ending * listening to or viewing Aboriginal and/or Torres Strait Islander authors’ stories in English and responding to them using words, formulaic expressions and modelled sentences in Spanish, for example, Me gusta la historia; Habla de un águila… * viewing an image or a famous artwork (e.g. by Botero, Frida Kahlo or Picasso), using the ‘word, phrase, sentence’ thinking routine to brainstorm a word for what they see in Spanish, identifying a useful phrase to describe it, and then writing a sentence to use that word and phrase, for example, colores; Este cuadro me gusta porque; Este cuadro me gusta porque tiene muchos colores * playing charades or a miming game with peers, incorporating hand gestures and actions requiring the audience to interpret non-verbal cues, and using Spanish words/sentences to guess the meaning within a set time, for example, frío, nadar, avión, leer, monstruo * listening to and watching a simple procedure or method such as a recipe or craft activity, and extracting keywords such as quantities and verbs to complete the product or task, for example, Cortar por la mitad; Poner una cucharada de azúcar * reading a short text about a holiday destination or a weather report for an event and, as a class or in groups, creating a list of what to bring or pack, justifying their reasons, for example, Necesitamos una chaqueta porque hace frío; Podemos llevar ropa de baño para nadar; Tenemos que ir en bus/autobús * conveying information in ways that suit specific purposes and content, for example, creating a table to prioritise new words, a Venn diagram to compare likes or dislikes, a graph to highlight frequency, or a timeline to narrate sequences of events |
| apply strategies to interpret and convey meaning and/or intercultural understanding in Spanish in familiar non-verbal, spoken and written contexts  VC2LS6C04 | * identifying commonly used words and expressions that do not translate directly from Spanish into English (e.g. tomar el pelo; meter la pata; saltarse la clase de español; ¡Es pan comido!), and discussing their meaning * collecting examples of ‘false friends’ encountered when translating between Spanish and English, and explaining how these could create confusion and misunderstanding, for example, carpeta – folder, contestar – answer, pie – foot, éxito – success, introducir – insert * creating Spanish versions of Australian school signs and notices that reflect locations, rules and values, considering why some words or expressions require freer translation than others (e.g. sports oval, gym, canteen, out of bounds, sick room, library, ‘No hat, no play’, ‘No littering’, toilet vs. bathroom), for example, ¡Ponte el sombrero!; ¡Recoge tu basura!; Levanta la mano antes de preguntar; No te olvides de reciclar; ¡Bajad la voz! * interpreting words and expressions encountered in simple texts such as greeting cards, menus, story titles or class conversations that do not translate easily into English and that reflect aspects of culture from the Spanish-speaking world, for example, Hoy es mi santo; Siesta; Feliz Día de Reyes; ¡Buen provecho! * developing strategies to adequately use bilingual dictionaries, for example, playing a dictionary game in pairs or small groups, racing to be the first to find target words in the dictionary, and then creating a class wordlist or word wall * using bilingual and online dictionary tools to create bilingual captions, menus or timetables * creating bilingual resources such as flashcards, word walls and parallel lists of Spanish and English expressions to aid translations in everyday interactions with friends, exchange students, visitors and family, for example, Hasta luego – See you later; No pasa nada – No worries; guay – cool * fostering autonomy by discussing repair strategies and techniques to clarify misunderstandings, interpret cultural information, keep the conversation going or request repetition, for example, ¿Puede repetir, por favor?; ¿Puede escribir su número de teléfono, por favor?; Lo siento * applying active reading or listening skills to engage with and comprehend Spanish texts, using a range of responses (e.g. ‘stop and jot’ sticky notes, graphic organisers, response-and-question stems) or creating a set of coded symbols to help them visualise their thinking and ideas (e.g. using a heart to represent mi parte favorita) |

##### Sub-strand: Creating text in Spanish

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type  VC2LS6C05 | * creating a self-introduction, and making choices about the design, content and language used, for example, Tengo… años de edad; Vivo en… en una casa grande con mi…; Mi dirección es…; Mi correo electrónico es…; Todos los sábados, yo juego al tenis con mis…; Mi padre/madre se llama…; Mis padres son estrictos; Quiero ser piloto * creating wall displays that incorporate vocabulary used in class, such as class expressions to ask for help or give praise * experimenting with different techniques to capture character traits, emotions, thoughts and feelings through the use of speech/thought bubbles, captions and onomatopoeia in comic strips, storyboards, animations and subtitles * presenting factual information relating to cultural activities and events of significance in the Spanish-speaking world, for example, el Día de los Reyes Magos in many Spanish-speaking countries, Carnavales in Spain and Central and South America, el Camino de Santiago in Spain, el Día de la Independencia in several Latin American countries, supporting information with a range of visual, multimodal and secure digital resources * writing informative messages on the school walkways using chalk, for example, Mañana es la feria del libro; El lunes no hay clases; ¡Felices vacaciones! * conveying information relating to significant people, places or events in different formats, for example, an advertisement or poster for an event, a profile of a Spanish-speaking celebrity or animal, or a digital guide to a place of interest * creating bilingual texts and games to engage and entertain younger children, highlighting aspects of Spanish language and Hispanic culture, for example, songs, raps, tongue twisters, digital displays, scripted plays, ‘Big Books’ and puppet shows * using key features of different types of texts and applying the vocabulary in different contexts, for example, a shopping list serves as a reminder to self and consists of items and quantities, whereas a shopping transaction involves interaction and negotiation * creating a set of instructions or an instructional video for a procedure such as a recipe, dance or experiment, using appropriate language features and text structures such as imperative verb forms (e.g. añade; da un paso a la derecha/izquierda; corta; remueve; amasa), vocabulary for sequencing (e.g. primero; luego; después; finalmente) and quantities (e.g. un kilo; 300 gramos) * writing a diary entry or keeping a journal about personal experiences, using the first person and the past tense, and modelled informal language to record events and convey thoughts and feelings, for example, Me gustan las matemáticas, pero el examen fue difícil |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency in words, phrases and sentences  VC2LS6U01 | * understanding how pitch, stress, intonation and rhythm assist the comprehension of individual words that are unfamiliar (e.g. ¡Qué miedo!; ¡Rápido!; ¡Vamos!; ¡Arriba!; ¡Sigue, adelante!; ¡Muévete!; ¡Tranquilo!) and using these expressions in games, storytelling and class commands * using their knowledge of Spanish pronunciation to identify and enunciate loan words (e.g. bistec, menú, básquetbol/baloncesto, chat, champú, bumerán, gol, hamburguesa), discussing with a partner where those words come from, and then practising saying these words aloud with a partner * developing their knowledge of consonant-vowel combinations such as ce/ci, que/qui, ge/gi, gue/gui and je/gi, to read words such as garaje, queso, Cecilia, gigante and gimnasio, using a wheel of names or other games * using magnetic letters or blocks to apply knowledge of the spelling and pronunciation of d/t, p/b/ and m/n at the beginning of words and playing spelling games * recognising variation in Spanish in particular regions (e.g. the pronunciation of s and z in corazón and zapatos; ll in llamarse in Argentina and Uruguay, and j in Ecuador and Venezuela), using online resources and songs from a variety of countries, singing along and trying to imitate the different pronunciations * reciting Spanish tongue twisters to develop pronunciation, intonation and fluency, for example, Cuando cuentes cuentos, cuenta; De generación en generación; La sucesión sucesiva de sucesos sucede sucesivamente con la sucesión del tiempo * observing and understanding the function of accents to indicate where the stress falls on a word and how it may change the meaning of a word, such as in papa/papá, and learning to insert these into their own texts using secure digital tools |
| recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type  VC2LS6U02 | * using colour coding, applying appropriate writing conventions and punctuation, such as inverted question and exclamation marks at the start and end of sentences, for example, ¿Qué tal?; ¡Cuidado!; ¿Qué onda?; ¿Qué hay de nuevo? * noticing, through easily accessible texts and other comprehensible input strategies, that there are multiple verbs in Spanish for ‘to be’, including ser (e.g. José es mi hermano) and estar (e.g. Estoy cansada), and experimenting with these by repeating modelled language * constructing sentences using modelled forms of present and past tenses in context (e.g. Ayer fui a la playa y hoy voy al parque), and describing intended actions using the near future tense ir + a + infinitive, for example, Mañana, Manuel va a cenar pollo * using a variety of verb forms such as the conditional mode as a formulaic, modelled expression to express a desire, for example, Me gustaría ser maestro de español; No me gustaría vivir en una ciudad grande * using a range of prepositions of location to give directions (e.g. La biblioteca está al lado del hospital; La escuela está enfrente del parque) when participating in games such as ¿Dónde está?, or when labelling objects or diagrams * using a range of questions to make requests or ask for specific information, for example, ¿Cuál es tu número de teléfono?; ¿Quieres jugar en el patio?; ¿Dónde estudias? * linking ideas and providing more information using conjunctions when creating sentences (e.g. pero, porque, también), for example, Me gusta cantar, pero prefiero bailar porque es divertido; No me gusta ver la televisión porque es aburrido; Mi comida favorita es el pescado, pero también como carne * indicating frequency by using adverbs in sentences or responses to questions (e.g. siempre, a veces, nunca), and noticing the flexibility of word order in relation to verbs and adverbs by rearranging sentences, for example, En verano, voy siempre a la playa / En verano, voy a la playa siempre / En verano, siempre voy a la playa * using understanding of ordinal numbers to help interpret information (e.g. Rosario es la primera de la lista; Luis vive en la quinta planta) and applying this knowledge to single- and double-digit number patterns to count larger quantities, for example, by playing counting games * consolidating the use of gender-and-number agreement between articles, nouns and adjectives, for example, completing a ‘think, pair, share’ activity to annotate sentences (e.g. Tengo un libro nuevo; Las montañas rocosas son muy bonitas) * using a wide range of comparatives (e.g. tan… como…; más… que…; menos… que…), and comparing classroom items, favourite foods, animals or continents, for example, Australia es más grande que Europa * identifying and explaining the omission of subject pronouns by looking at verb endings and conjugations, creating sentences or texts that demonstrate understanding (e.g. Vivo en Australia; Es Lourdes; Estudio en la escuela), and then comparing them to English * recognising similar spelling stems (e.g. pera, mandarina and piscina) and composite words (e.g. educación física, centro comercial, estación de tren, polideportivo), and highlighting these words in a text |
| compare Spanish language structures and features with those of English and/or other languages, using familiar metalanguage  VC2LS6U03 | * comparing features of simple spoken and written texts in Spanish with similar texts in English and/or other languages spoken in the classroom, for example, aló or hola when answering the phone * building on metalanguage in English and/or Spanish to understand and discuss grammatical structures and features (e.g.verbos, adjetivos, artículos, sustantivos*)* * recognising grammatical elements associated with particular texts in Spanish and English, for example, the use of imperatives in games such as tira el dado or time markers while comparing traditional ways of starting and ending stories, for example, había una vez vs. hace mucho tiempo; primero; después; de pronto… * exploring the use and popularity of abbreviations and phrases used by young people in Spanish-speaking communities and in Australia, such as shortened noun forms (e.g. la profe, la bici, la compu, el insti), q in place of que, jajaja vs. LOL, and TQM for ‘I love you’, for example, reading texts in the style of text messages and discussing the meanings * noticing similar word stems in Spanish and English, which have been derived from other languages, identifying the meaning of words and extending vocabulary (e.g. geografía, biblioteca), and understanding that languages evolve and change over time, including the normalisation of borrowing words from other languages, such as ‘RSVP’ or ‘patio’ in English, or bloguear in Spanish, by locating loan words in a text or comparing language use in a letter and a text message * understanding that Spanish-speaking communities may have a shared history and similarities with other languages and cultures such as English, French, Italian, Portuguese, Romanian and Tagalog/Filipino, and becoming aware that a wide range of words in Spanish and English come from Greek, Latin or Arabic, discussing their prior knowledge and researching additional vocabulary to create a word-origin mind map * understanding that some words originate from Aboriginal and/or Torres Strait Islander languages from different areas around Australia, for example, el koala (koala) from the Dharug word gula, meaning ‘no water’, or el dingo (dingo) from the Dharug word din-gu, and comparing these words to English and/or other languages and discussing their historical context * compiling a graphic organiser or creating a poster, mind map or Venn diagram to illustrate differences in Spanish and English grammar and textual conventions, for example, in Spanish: omission of the subject pronoun, different approaches to conjugation, and adjective usually after the noun; in English: absence of grammatical gender and adjectives usually before the noun * comparing the use of diminutives to express affection and familiarity in Spanish (e.g. hermanita, periquita, gatico/gatito) with some equivalents in English, for example, ‘dear little sister’, ‘cute little cat’ and nicknames such as ‘Matty’ or ‘Milly’ |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication  VC2LS6U04 | * exploring examples of traditional and contemporary images or texts in print and online, and discussing how identity and gender are represented in the language * understanding that there are Indigenous languages spoken in addition to Spanish in Spanish-speaking communities, that these languages remain an important part of peoples’ culture, identity and heritage, and that these languages influence Spanish words (e.g. wawa, pachamama, papa, poncho, tomate, jaguar, charki, quinoa, chocolate, maíz, cancha, llama), and then identifying words in Australian English that come from Aboriginal and/or Torres Strait Islander languages (e.g. koala, billabong) * fostering a sense of community in the class by creating a personal or class slogan, motto or crest to reflect aspects of their identity, for example, translating English phrases to Spanish, such as Vamos equipo…; Somos la clase 4BC; Amigos/as para siempre; ¡Sí se puede! * becoming aware of cultural stereotypes that can lead to generalisations and misconceptions, for example, the association of language with the nationality of peoples of Latin America (e.g. assuming Mexican people speak ‘Mexican’) or the negative stereotypes spread through television series * reflecting on, in Spanish or English, how language and culture are expressed through Aboriginal and Torres Strait Islander Peoples’ songs, dance or artworks, and considering similarities and differences with an aspect of the cultural expressions of Spanish-speaking people or communities * sharing their reactions to cultural elements in authentic materials from different Spanish-speaking communities, for example, gestures or forms of politeness, cactus as a food, traditional ceremonies such as pago a la tierra, or the festival La Tomatina * identifying aspects such as traditions, values and practices that may reflect collective identities of individuals from different Spanish-speaking nations and recognising how Spanish is widespread in the world, investigating modern influences on the Spanish language, such as pop culture, digital and social media, migration and travel, and how they have changed and impacted ways of communicating, for example, the emergence of new words, such as tuitear, email, correo electrónico, chatear, textear, bloguear, rapear, rapero, un selfie and las redes * reflecting on culturally appropriate ways of offering praise, recognition, gratitude and encouragement, or declining requests or invitations, for example, creating a role-play using culturally appropriate language such as Lo siento, desafortunadamente no puedo… * discussing traditional methods that Spanish speakers use to preserve language and culture; comparing these with examples of cultural artefacts such as dance, songs, artworks, artefacts or traditions, from a range of different cultures; and identifying how they strengthen connections to values and identity, for example, discussing the significance of a possum-skin coat for some Aboriginal Peoples and sharing similarities and differences between cultural artefacts in other languages and cultures represented in the classroom * identifying the visible and invisible elements that contribute to identity that may be important across all cultures (e.g. family routines, community practices, religious events, customs and traditions, clothing, cuisine and music) through films, books, videos, photographs or information exchange with Spanish-speaking communities |

## Levels 7 and 8

### Band description

In Levels 7 and 8, Spanish language learning builds on each student’s prior learning and experiences. Students use Spanish to interact and collaborate, in person or virtually, within and beyond the classroom. They listen, speak, read, write and view to exchange information, ideas and opinions about their world. They work independently and in groups, and continue to receive feedback and support from their peers and teachers.

Students access a range of spoken, written, viewed and multimodal texts from a variety of authentic sources, which may include audio and video clips, magazines, advertisements, images, stories and articles. They use their knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Spanish, English and/or other language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students initiate and maintain Spanish-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Spanish to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.

Students apply the conventions of spoken Spanish and continue to enhance their fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Spanish text, using some metalanguage. They reflect on how the Spanish language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Spanish

##### Sub-strand: Interacting in Spanish

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others  VC2LS8C01 | * using the appropriate register when interacting in different situations, for example, making enquiries (e.g. Disculpe, ¿cómo puedo llegar al museo?) or offering thanks and apologies (e.g. ¡Muchísimas gracias por su/tu ayuda!; Lo siento mucho) * exchanging personal information about routines and past experiences and responding to key ideas in questions, for example, Desayuno a las 8 de la mañana; Voy a la escuela en tranvía; A mi amigo/a español le gusta el chocolate con nata; Yo fui a México en el 2017; ¿A qué hora desayunas?; ¿Cómo vas a la escuela?; ¿Qué le gusta a tu amigo/a?; ¿Cuándo fuiste a México? * engaging in informal conversations in real or imagined contexts, for example, conversaciones con amistades o familiares such as ¡Qué pasa, tío/a!; ¿Cómo te va?; Abuelita, ¿cómo te encuentras? * developing narrative skills by exchanging accounts of significant events or milestones using the preterite, for example, El año pasado fui con mis padres al Museo Nacional y me encantó porque había muchas esculturas * initiating and extending conversations and discussions, for example, using open-ended questions (e.g. ¿Qué pasa?; ¿Dónde pasarán las vacaciones?) and connectives (e.g. pero, entonces, cuando, también) * using formulaic examples to structure arguments and to explain or justify a position when discussing different issues in class (e.g. Lo importante es…; A mí me parece que…), for example, Pienso que debemos conocer más de los idiomas Indígenas porque son interesantes… * inviting others to give opinions, share their views or make suggestions during class discussions, group- or pair-work activities, for example, ¿Qué quieres comer?; ¿Estás de acuerdo?; ¿Qué te parece esta película? * interacting with Spanish-speaking students in real or imagined contexts, messaging or chatting in teacher-moderated secure online environments or in person, to convey information about Australian places or events of interest, leisure and sports activities, wildlife and environment, for example, En Australia hay wombats, son animales grandes y nocturnos |
| use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LS8C02 | * encouraging each other and promoting Spanish learning by using expressions such as ¡No te rindas! and ¡Estudia español!, or playing expression bingo, crossing each expression off a bingo board when it is used accurately throughout the lesson * working together to produce class reference materials (e.g. wall charts or visuals to display key vocabulary and structures used regularly in the classroom; electronic charts or lists of resources such as vocabulary lists) or revision activities that students can use to problem-solve in an independent manner, for example, Mira los afiches en la pared * discussing, planning and participating in learning experiences (e.g. preparing a class outing; organising a classroom party or film viewing; shopping for a lunch) by stating preferences, negotiating, considering alternatives and agreeing or disagreeing, using modelled language, for example, Prefiero ir a la playa, no al centro commercial; Tengo ganas de ir al cine…; Estoy/No estoy de acuerdo… * planning and completing tasks that involve requesting, giving and following directions to real or virtual locations (e.g. Sigue derecho por la calle Alta, toma el bús hasta el lago y gira a la izquierda), using resources such as secure digital tools, apps or street maps * working with peers to produce bilingual signs or flyers and posters to promote sustainability and waste reduction within the school community, for example, using key vocabulary such as papel reciclado, tacho/cubo de reciclaje, basura, basura orgánica, papel and cartón * participating in real or imagined situations that involve transactions and the exchange of ideas and preferences, for example, role-playing an airport scene where students buy souvenirs, snacks, toiletries and stationery, using phrases such as ¿Cuánto cuesta?; ¡Qué caro/barato!; ¿Acepta tarjeta de crédito?; ¿A qué hora es el próximo…? * discussing and planning collaborative projects such as designing a group or class webpage or making a short video to share with others (e.g. mi comunidad or nuestra escuela), deciding on content, dividing tasks, and reflecting on what was done well and what could be improved * working collaboratively to make proposals on issues that may relate to young people, such as the influence of social media, study skills or healthy eating, contributing and listening to others’ perspectives and experiences, and presenting or reporting back to the class |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LS8C03 | * listening to texts such as weather reports, sporting results or a concert line-up, identifying the purpose and intended audience, and creating an audio or text message to inform others about what they understand * discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘it flows’), and identifying false friends or commonly misunderstood terms and phrases in Spanish that can cause miscommunication * viewing a film or a film excerpt and, as a class, writing a summary of the story, and then writing a resumen del resumen, summarising their summary, or responding to sí/no questions to check for understanding * listening to and viewing a music video with a visual story and writing a letter from the perspective of one of the characters, for example, the song ‘Robarte un beso’ * listening to or reading about topics of interest to young people (e.g. la música, el cine, la televisión, el medio ambiente, la identidad, la tecnología), and sharing opinions or feelings by using formulaic expressions and familiar vocabulary, for example, En mi opinión, la película estuvo…; No estoy de acuerdo con el autor / la autora; El autor / la autora tiene razón; No me interesa; Pienso que la televisión es necesaria para la comunicación; Creo que la tecnología es muy importante * exchanging personal preferences and perspectives in relation to characters, attitudes and events encountered in imaginative texts, for example, Prefiero el personaje…; No estoy de acuerdo con… * exchanging letters, emails, videos or blogs with a Spanish-speaking class or student using secure, teacher-moderated online platforms, comparing aspects of their community and culture such as school, local landmarks, fiestas and traditions, and presenting the information in new ways * incorporating information from text(s), such as inviting a friend to an event, persuading them to attend by creating a poster, invitation or radio advertisement, for example, El Real Madrid ganó el sábado 3 a 0; ¿Vamos a verlos/las este fin de semana?; Estará soleado el sábado / Hará sol el sábado * accessing a range of sources of information and evaluating their reliability and accuracy, for example, comparing data or factual content from a news report with information on social media, checking multiple sources to establish validity and bias, and deciding what facts to include in informative texts such as infographics or short newspaper articles * responding to different expressions of humour in texts from Spanish-speaking communities and comparing these to Australian expressions of humour, for example, using popular images or graphics, such as memes, to discuss context and meaning (e.g. comida rápida – image of a running hot dog; furioso – angry bear) |
| apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts  VC2LS8C04 | * noticing and commenting on similarities and differences in texts (e.g. literal translation or creative licences by authors), for example, comparing Spanish and English versions of familiar children’s stories, such as Vamos a cazar un oso – We are going on a bear hunt * comparing their own translation of sentences or a text with those of their classmates, commenting on similarities and differences between them, considering possible reasons for these, and preparing a collaborative whole-class version in a secure online space * noticing how body language is used to convey meaning, such as pouting the lips to point at objects, by observing Spanish speakers in a variety of media * applying reading strategies when reading texts, for example, identifying keywords in a sentence to interpret meaning, or identifying keywords to look up in a dictionary to help establish the meaning quickly * creating informative texts (e.g. critical reviews, or simulated video blogs or social media posts) about cultural representations of Spanish-speaking communities in Australia (e.g. the Spanish Film Festival, community fiestas or artists’ exhibitions), explaining particular language or images in terms of cultural associations * interpreting and discussing expressions without literal translations into English, reflecting on challenges associated with transferring meaning from one language to another, for example, Mañana voy a estrenar mi vestido; ¿Te gustó la sobremesa?; No me tomes el pelo; Me costó un ojo de la cara; Me importa un pepino * actively seeking opportunities in class to incorporate sayings and expressions in Spanish without literal translations into English, for example, responding when their name is called on the roll or playing expression bingo, crossing each expression off a bingo board when it is used accurately throughout the lesson * viewing or listening to authentic texts of Spanish speakers discussing their culture and language, and responding to these discussions, incorporating their own personal perspectives and opinions in a digital presentation * collating information from different types of texts and modes of presentation using graphic organisers such as Venn diagrams or mind maps, and presenting information gathered to create an overview of a particular topic of interest such as a celebrity, pop culture, school uniforms, saving water or endangered species |

##### Sub-strand: Creating text in Spanish

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context  VC2LS8C05 | * using digital tools to create a slide-show presentation with audio about a planned 7-day trip to a Spanish-speaking country or region, including famous places to visit, cultural events to attend and foods to eat, for example, attending the Inti Raymi in Cuzco, Peru, or visiting the Spanish region of Galicia during San Juan / San Xoan * reporting on their own and others’ experiences of events such as a school camp, a concert or playing a new computer game, for example, Mi amiga disfrutó el campamento… * reading a text and highlighting the key vocabulary, expressions and grammatical structures used in this text type, discussing this with a partner, and then incorporating the language into their own texts in Spanish * producing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names, or a history of their town * composing bilingual menus, recipes or programs for Spanish-themed events, with key information in Spanish and explanatory footnotes or glossaries in English for class parties, cooking sessions or cultural celebrations, for example, instructions for making a piñata * creating subtitles, captions or commentaries for texts such as brochures, slide-show presentations or video clips that inform the school community, for example, open day/night or aspects of Spanish-speaking cultures * creating cartoons, role-plays or short stories about a past event in their own life or a dream for the future, to share in class or for a wider audience in a secure online space, for example, sueño con ser bailarina/bailarín * using voice-recording and digital presentation software to create, perform or record a spoken text such as a short imaginative play or film, or an informative one-minute presentation about a topic of interest; or preparing a written text such as a biographical account or profile of an influential figure in their own life, for example, a grandparent or sports coach * using up-to-date and emerging terms relating to pop culture, technology and media when creating texts, for example, Chateo con mis amigos; No suelo bloguear porque tuitear es más rápido; En las redes, normalmente blogueo porque me encanta la música y me gusta mucho rapear * identifying different text types, text-type features, and the context, purpose and audience, and then creating a display for the classroom, including annotated examples of different text types (e.g. email, blog post, article, interview) located online or produced by students in the class |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply conventions of spoken Spanish to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LS8U01 | * distinguishing nuances in the pronunciation of some consonant-vowel combinations (e.g. garage, gente, agua and gas) and the double consonants ll and rr compared with the single l and r by playing sound bingo * practising pronunciation and intonation by participating in a chorus to sing (parts of) traditional or modern songs in Spanish such as ‘El Pescador’ or ‘Vivir mi vida’ * becoming familiar with intonation and fluency by listening to songs regularly in class * identifying and deciding when to use tú/usted/vos or ustedes/vosotros/vosotras and how the context and levels of familiarity will determine their choice, recognising that there are some variations across countries and regions * watching a video clip, identifying the rhythms of the Spanish language, including intonation, tone and stress, and using them to increase fluency and enhance expression, for example, No compro nunca en esa tienda. vs. ¿No compró nunca en esa tienda? * recognising where to place stress in extended sentences (e.g. Vámonos ya para el concierto de Rosalía; Ven aquí y te enseñaremos a bailar salsa), and practising using stress correctly when reading sentences in pairs, completing role-plays or participating in conversations or discussions in Spanish * recognising that written Spanish has only 3 double consonant combinations (cc, ll and rr) by reading a text, highlighting the double consonant combinations (e.g. acción, llover, corrección) and discussing their findings with a partner; or by identifying errors in a text after listening to a recording that contains words or sentences using these consonant combinations * applying pronunciation rules to common tongue twisters such as Tres tristes tigres tragaban trigo en un trigal |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LS8U02 | * understanding and conjugating common regular verbs and high-frequency irregular verbs in a relevant context (e.g. ir, tener, ser, haber) in the present, preterite and present perfect tenses (e.g. Voy a la escuela todos los días; Fui a la escuela el año pasado; He ido a la escuela durante dos trimestres), for example, by narrating their daily routine or describing what they did during a special moment in their lives * extending and consolidating their knowledge of tenses by using present, past and immediate future tense verbs followed by the infinitive (e.g. Debemos dormir bien; Quiero ir a casa; No pudo comer; Me gustaría celebrar contigo; Vamos a jugar al baloncesto), for example, completing a ‘running dictation’ with sentences in the present tense, and then rewriting the sentences in the past and immediate future tenses * expanding their knowledge and use of cohesive devices (e.g. sin embargo; además) to create compound sentences and link ideas, for example, collecting sentence strips and connecting them with a cohesive device, such as Los/Las estudiantes son inteligentes sin embargo no estudian todos los días * demonstrating understanding and use of aspects of grammar by bringing a special object (e.g. a childhood teddy bear or a favourite mug) to the class, and describing it in detail using adjectives, for example, Este oso de peluche es pequeño y suave y es muy especial para mí * expressing quantity, for example, by using counters or tangible objects that they can quantify and describe (e.g. Hay muchos caramelos en este tazón, pero muy pocos en el otro), and using this in frequently used classroom expressions (e.g. Hace bastante calor hoy; No tengo mucha tarea este fin de semana) * using adverbs to modify the meaning of verbs and adjectives, for example, using frequency adverbs when playing 4 corners (e.g. nunca, casi nunca, generalmente, siempre) and having students moving towards a part of the room in response to a prompt such as ¿Con qué frecuencia comes helado? and then saying a sentence that incorporates the adverbs * demonstrating their knowledge of possessive constructions by laying stationery items on desks and asking and responding to questions about who the objects belong to by using de followed by a pronoun or noun, for example, Los resaltadores de Ana, El librio de ella |
| reflect on the structures and features of Spanish, and compare them with English and/or other languages, using some metalanguage  VC2LS8U03 | * reflecting on language appropriate to different types of texts, such as descriptive language in documentaries, reflective language in diary and journal entries, and persuasive language in advertisements, and comparing these with English and/or other languages represented in the class * identifying and analysing the language features and grammatical structures used to persuade potential consumers in online and print advertisements in both Spanish and English, for example, in an end-of-season sale, ¡Compre en los almacenes ‘La Moda’, no se arrepentirá!; ¡Pague menos y lleve más! * understanding and comparing textual elements in Spanish and English and/or another language, that provide coherence at a whole-text level, for example, cohesive devices, introductions and summaries, linked paragraphs, and sequencing of ideas (e.g. Por lo tanto…; En primer lugar…) * comparing sentence structures in Spanish and English, for example, the omission of the subject in Spanish (e.g. Simón busca la información en la red. La necesita para su trabajo), and/or discussing how the conventions apply in other languages they may be familiar with * collecting and creating a class list of Spanish–English cognates, for example, fascinante – fascinating, arquitectura – architecture, doctor(a) – doctor, enciclopedia – encyclopedia, cancelar – cancel, bicicleta – bicycle * reading articles or watching informative videos and creating an infographic about arabismos to identify Spanish words borrowed from different languages across time and through political, historical and social changes, such as words of Arabic origin that start with the prefix al- (e.g. almanaque, alcachofa, algodón, algebra, alcohol) and some common interjections (e.g. ¡Hola!; ¡Ojalá!; ¡Olé!), and learning about the history of Spain and the Arab influence * understanding the conventions of several types of texts in Spanish and comparing these with English, for example, reading a text message, identifying and interpreting the abbreviations used (e.g. tq = Te quiero), and comparing these with English examples * listening to and identifying formulaic language used in various settings, for example, greetings in a Spanish phone conversation (e.g. Aquí; Hola; ¿Sí?; ¿Aló?), typical phrases for greeting cards, (e.g. Muchas felicidades por…), or the language used in menus (e.g. entrada, platos de fondo / primer plato / segundo plato, postres, menú del día) * comparing the vocabulary used in the sciences or the law in both English and Spanish, noticing the common origins of words from Ancient Greek and/or Latin (e.g. biología, bacteria, vegetación), and learning about how Spanish is a Romance language |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LS8U04 | * creating language-and-culture portraits by using a variety of colours to represent the language(s) and culture(s) they identify with in a portrait or silhouette, and discussing how language forms part of one’s identity and how it is used to describe our identity * understanding that Spanish is a living language that continues to change, for example, the increasingly accepted use of gender-neutral and gender-inclusive language, how some generic non-gendered forms of address such as Buenos días, clase are used, or how the pronoun elle is used by some people who identify as non-binary in some Spanish-speaking countries and communities * identifying levels of formality in spoken and written texts and considering what these reveal about social relationships and processes, such as reflecting status, authority, respect or intimacy, for example, Perdone que le interrumpa, Presidenta; ¿Podría…?; Disculpe, ¿podría decirme…?; Eres el amor de mi vida… * comparing elements of communication, for example, body language and use of personal space and silence in different cultural contexts, and exchanges such as physical greetings, proximity when interacting and the use of ‘sorry’ in English compared with Spanish and/or other languages * reflecting on, in Spanish or English, how Aboriginal and Torres Strait Islander Peoples have strong connections to language and Country or Place, and how these can be compared with language variations across Spanish-speaking countries and regions * recognising that many Spanish-speaking countries have co-official languages and how this is an important aspect of identity, for example, guaraní in Paraguay, catalán/valenciano, gallego and vasco/euskera in Spain, and quiché/k’iche’ in Guatemala * noticing that many words, including names of places, animals or natural elements in many Latin American countries are Indigenous names, such as ‘Guatemala’ deriving from Cuauhtēmallān (place of trees) in Nahuatl or ‘alpaca’ from allpaqa in Aymara, and noticing that some names of places and animals in Australia also reflect the Aboriginal and/or Torres Strait Islander names, for example, the place name ‘Nagambie’ is derived from the Taungurung (Daung wurrung) word nogamby, meaning ‘lagoon’ * researching the nature of the distribution of Spanish speakers across the world, including countries such as the United States and the Philippines, where the Spanish language and cultures have an important presence, including the history of colonisation and the recent waves of immigration; watching a film or listening to songs that reflect such stories; and then writing a review of the film or song(s) * examining language variation in relation to vocabulary and grammatical forms in Spanish-speaking communities around the world compared with Spanish spoken in Spain, for example, ‘strawberries’ are fresas in Spain and frutillas in Argentina; ‘bus’ is colectivo in Venezuela, ómnibus in Peru, camión in Mexico and guagua in Cuba; and the use of the pronoun vos in Central America, Argentina, Uruguay and Paraguay * writing a blog post or discussing the value of the influence of the Spanish language and culture(s) in Australia or other parts of the world, including food, film, fashion, music and dance, on the English language and other cultures (e.g. churros, tortilla, pupusas, tapas, salsa, flamenco), for example, writing about Chilean bakeries in Melbourne, the increase in taco shops or the growing fame of Latin artists in the English-speaking world |

## Levels 9 and 10

### Band description

In Levels 9 and 10, Spanish language learning builds on each student’s prior learning and experiences. Students use Spanish to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with speakers of Spanish locally and globally through authentic community and moderated, secure online events. They access and create spoken and written texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from their peers and teachers.

Students access an increasing range of authentic and purpose-developed resources, which may include textbooks, audio and video clips, feature articles, television programs, teacher-moderated social media and other multimodal texts. They expand their knowledge of spoken and written Spanish language structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students contribute to and extend interactions in Spanish in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language structures and features to enhance meaning and cohesion.

Students incorporate the features and conventions of spoken Spanish to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They analyse Spanish texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Spanish to evaluate how this learning influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Spanish

##### Sub-strand: Interacting in Spanish

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others  VC2LS10C01 | * applying the appropriate register and modifying behaviour, language and etiquette in a variety of familiar and unfamiliar contexts, for example, meeting and greeting an important guest as opposed to meeting a friend, ¿Cómo está usted?; ¿Qué tal?; Mucho gusto / Muchísimo gusto; Encantado/a * exchanging information and opinions with peers in a Spanish-speaking context to share views about aspects of teenage life, for example, communicating in a secure, teacher-moderated online environment about friends, responsibilities, interests, future aspirations and topical issues * interviewing class members to elicit opinions on personal experiences and significant events from their past, and identifying common themes or reactions, for example, ¿Estás interesado/a en…; Te interesa…?; ¿Dónde naciste? * building fluency by maintaining and extending conversations by following up on others’ contributions, for example, Creo que tú tienes razón pero…; Me gustaría agregar que… * using language to achieve different purposes in interactions, for example, the use of contractions and acronyms in text messages to save time (e.g. para = pa; pq or xq = porque), and the use of slang (e.g. ¡holi!) * interacting in role-plays or spontaneous skits, for example, a role-play about travelling, set in a lost property office, asking for directions or recommendations, or complaining about service, He perdido mi bolso. Por favor ayúdame a encontrarlo.; Estoy perdido. ¿Dónde está la estación de tren? * revising grammatical structures or participating in conversation about past experiences, topics of interest or future aspirations through games such as ‘2 truths and a lie’, by taking turns to say 3 statements, 2 true and one false, with others guessing which statement is false, for example, En el futuro quiero ser doctor(a); Me rompí la pierna cuando tenía 12 años; Voy al gimnasio todos los días a las 6 de la mañana * participating in a discussion, exchanging different viewpoints using strategies such as sentence starters (e.g. Veo que tienes otro punto de vista; Ese aspecto lo veo de la siguiente manera…), asking for repetition or clarification (e.g. ¿Qué quieres decir…?), or inviting further elaboration (e.g. ¿Cómo?; ¿A qué te refieres?; Eso quiere decir que…; O sea que…) |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  VC2LS10C02 | * participating in organised class debates, working in teams and agreeing on the teams’ position on topics related to their personal lives such as Gaming tiene efectos negativos en los jóvenes, or cultural topics such as Las corridas de toros deberían prohibirse * interacting in class discussions, expressing agreement or disagreement, and providing encouragement, for example, Es mi turno ahora; Estoy de acuerdo contigo…; No comparto esa opinión…; Me parece una idea estupenda * negotiating arrangements, weighing up alternatives and reaching shared decisions in relation to planned activities, such as competing in a travel game in a Spanish-speaking country, for example, Entonces, ¿reservamos un hotel de cinco estrellas? No, eso es muy caro. ¿Por qué no un hostal? * participating in real-life or role-played transactions such as exchanging, ordering and bargaining for popular consumer items (e.g. video games, books, accessories, souvenirs or clothes in a market) * participating in collaborative projects such as a segment for a young people’s community radio or television program, sharing responsibility for different news items or sports reports, and using appropriate terms to introduce and summarise them, for example, Estamos transmitiendo en directo desde…; Esta edición escolar se trata de…; Ahora pasamos a las noticias del día… * discussing topical issues using arguments, and expressive and persuasive language (e.g. la sostenibilidad; los derechos humanos; el calentamiento global), for example, Como sabemos…; Es evidente que…; Nadie puede negar… * preparing print or digital information for real or imaginary Spanish visitors to the school, for example, recording or filming an introduction to the school, preparing welcome speeches or conducting guided tours of the school |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LS10C03 | * viewing an image, using the ‘word, phrase, sentence’ thinking routine, and then identifying what they can learn from the image, for example, viewing an image of a busy street in a Spanish-speaking community during an important period in history and explaining what they can learn from the image * analysing persuasive and informative texts about an environmental issue, for example, articles and reports, comparing different perspectives, facts and opinions about environmental threats to the Great Barrier Reef (e.g. La Gran Barrera de Coral está muriendo, ¡tenemos que salvarla!), interpreting data, and then creating and presenting findings to the class, for example, Nosotros deberíamos cuidar el medio ambiente. El 30% de la población piensa que tenemos que cuidar el medio ambiente. * reading an advertisement and responding appropriately, for example, applying for a part-time job or for a student exchange program, addressing key criteria, Yo sería un buen candidato/a porque…; Estoy libre de lunes a miércoles * summarising information from print or secure digital sources regarding an issue of interest, determining what information is most important or interesting, and presenting it to others, stating their own perspectives, for example, el impacto de las redes sociales en la vida cotidiana; el vestuario y la identidad; la influencia de la música en los jóvenes * locating and researching information from reliable sources to inform decisions, by weighing up options and making an ‘advantages and disadvantages’ table about a range of topics, for example, the best time of year to visit a Spanish-speaking country or a country that may best suit them (e.g. No me gusta el frío así que preferiría ir a Costa Rica) * listening to or reading an article or interview of a well-known Aboriginal or Torres Strait Islander person, discussing their opinions and ideas in Spanish, and creating and presenting their personal profile to the class * adapting and changing texts to suit different contexts, purpose and audiences, for example, changing a persuasive piece into an evaluative report or a song into a story, or conveying information from a principal’s formal email in an informal text message to a friend (e.g. La directora dijo que tenemos que llevar el uniforme para los exámenes) * analysing published accounts of an event such as a sports match, a concert or a street party, and reporting the results and highlights, for example, El Real Madrid ganó el partido con un resultado de 3–0 * composing a short review of a film, story or documentary, and expressing opinions about different perspectives and viewpoints, for example, Este video no muestra la realidad de la posición de la mujer; Los personajes de este texto se sienten felices * listening to, reading or viewing extracts from expressive contemporary texts such as songs, poems, dance, street art or musical performances, identifying elements that reflect the culture or experience of Spanish-speaking communities, and then presenting the findings, discussing the messages intended by the author and exploring the text-type features |
| apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LS10C04 | * translating short familiar texts such as advertisements, songs or film clips, comparing their own translation with others, analysing and providing possible explanations for similarities and differences, reflecting on the difficulty of achieving equivalence, and identifying words and phrases that require elaboration or explanation, for example, Es una tarde parda y fría de invierno… from the poem ‘Recuerdo infantil’ by Antonio Machado * exploring and researching words or expressions in Spanish without a literal translation in English or unfamiliar in an Australian context, for example, la sobremesa * using, comparing and evaluating online translators for accuracy, efficiency and reliability, for example, back-translating sentences, and discussing the risks of over-reliance on translation tools * experimenting with translations of popular expressions or idioms in Spanish, noticing when this creates the potential for confusion, for example, En todas partes se cuecen habas (Everywhere beans are cooked) – Everyone has a skeleton in the closet; meter la pata (to put your leg in something) – to put your foot in it * examining gestures used in different Spanish-speaking countries to understand their meaning in context, and then creating silent role-plays using those gestures to tell a story, for example, turning their pockets inside out to indicate they have no money * creating bilingual texts that present aspects of culture(s) and ways of life in Australia for Spanish-speaking students and their parents, for example, a print leaflet or digital display about Australian national holidays and animals, as well as foods such as Australian versions of tacos * considering how to maintain the integrity of original texts when translating culture-specific concepts and slang terms such as ‘thongs’, ‘servo’, ‘the bush’, ‘outback’, ‘chook’, ‘sausage sizzle’ ‘true-blue’ or ‘fair dinkum’ to Spanish speakers * watching a video and reflecting on how meaning can be misinterpreted in intercultural interactions, for example, sharing experiences of miscommunication, including body language or gestures, and identifying strategies to deal with misunderstanding * interpreting authentic images and photographs from everyday life in a Spanish-speaking country or community, creating captions to describe what they see, and discussing how the context of such images may be similar to or different from their own context * presenting ideas, themes and issues in a logical and coherent manner, for example, Los uniformes son importantes; El horario escolar debería reducirse |

##### Sub-strand: Creating text in Spanish

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiences  VC2LS10C05 | * creating a presentation such as a Venn diagram, flow chart or digital display, comparing different perspectives of a topical issue (e.g. la deforestación; los derechos de los pueblos indígenas; la tecnología; los jóvenes y el sueño) * collecting and collating data or information gathered from personal research or overseas trips and creating a visual display about the lifestyle or experiences of Spanish-speaking youth, for example, educational opportunities, outdoor and sporting activities across the seasons, or a typical weekend for a teenager * composing different text types (e.g. blogs, social media posts, advertisements, webpages, magazine articles or interviews) to present views on particular issues, using appropriate protocols to acknowledge sources, for example, using reported speech such as El científico Dr. Sanabria dijo que… * viewing artwork from a local Aboriginal or Torres Strait Islander artist, and then writing a script of a speech to present to a group of Spanish speakers introducing the artist * writing the script for and presenting role-plays with characters, themes, settings and plots likely to appeal to specific audiences, for example, a magic show for young learners of Spanish * composing and performing speeches or dialogues that reference significant celebrations or historical events in Spanish-speaking communities or in Australia, such as El Día Internacional de la Mujer, La Feria de Sevilla, Anzac Day, fiestas patrias or festivales folclóricos * writing a journal entry or a contribution for a school newsletter in Spanish, reflecting on a visit to an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site’s significance * viewing and analysing picture cards, cartoons or digital images, for example, a picture of a concert in a park with several characters and different things happening in the background (e.g. the wind taking a hat, dogs chasing ducks, or sudden rain), and then writing a description from the perspective of different characters in the picture to develop a story from different perspectives, such as a third-person narration about a character’s actions using their names or pronouns, for example, María fue al concierto… * composing a secure online ‘cultural ID profile’ to exchange with Spanish-speaking peers, making decisions about what points of information will be of most interest and thinking critically about stereotypes * creating a print or digital advertisement or travel brochure in Spanish for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply features and conventions of spoken Spanish to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LS10U01 | * applying knowledge of pronunciation, intonation, rhythm and pace to their own use of spoken Spanish, for example, when reading out loud in class to a peer, reading stories to younger children, asking questions, or expressing emotions such as surprise or sadness * experimenting with intonation and stress, improving coherence and increasing expressive range by reading out loud from unfamiliar texts such as newspapers, novels or reports * applying the correct pronunciation to challenging letter combinations in Spanish (e.g. ae in aeropuerto, au in Australia, ll in ballena, r in pero, rr in perro, d in bondad, the soft t in té, and eu in Europa), for example, by repeating verses and songs * identifying ‘tricky’ sounds and letter combinations, and recording videos of themselves explaining, modelling and demonstrating how to phonologically produce certain sounds such as j or rr * watching short videos or film clips to recognise and comment on how tone can convey emotions, modify meaning and give clues about what is happening, for example, ¡Vamos ya!; ¡Corre!; ¡Tengo miedo del tigre!; ¿Te gustaría ir al cine?; ¡No te enojes! * conducting an individual, group or whole-class interview with a Spanish speaker about a relevant topic, considering the appropriate register (formal or informal), tone for questioning, cue reading and turn-taking strategies * discussing prior knowledge regarding the use of formal and informal language, and using this information to make conscious choices about language in a variety of contexts, such as going on an excursion to a café serving Spanish or Latin American food and ordering food using the correct level of formality * reciting tongue twisters to develop pace and fluency, for example, La sucesión sucesiva de sucesos sucede sucesivamente con la sucesión del tiempo; De generación en generación las generaciones se degeneran con mayor degeneración * describing a personal experience of an event such as a concert, party, camp, exam or job interview, using evaluative and expressive language to convey reactions such as excitement, appreciation or boredom, for example, Me encantó esa canción; ¡Aprecio tus palabras!; ¡Qué aburrido!; Eso suena muy difícil… |
| apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LS10U02 | * understanding and using indefinite adjectives and pronouns (e.g. alguno/a/os/as, ninguno/a/os/as, otros/as, todo/a/os/as, alguien, nadie, nada, algo), and applying them during interactive activities and games * reading a short story or comic, recognising the constructions of double (or more) negatives (e.g. No hay nadie en la clase; No temenos nada) and identifying their meaning beyond literal translations * understanding verbs by playing with question cards and completing questions using the correct form of a reflexive verb or the corresponding non-reflexive verb, for example, ¿Con qué frecuencia lavas? / ¿Te lavas los dientes?; En tu familia, ¿quién lava / se lava la loza? * sharing opinions prompted by famous quotes or statements by using modelled structures in the subjunctive mood to express doubt, uncertainty or emotion, for example, No creo que los celos sean una muestra de amor * creating a positive thoughts jar by writing sentences that use the subjunctive to express wishes on strips of paper (e.g. Que tu día sea genial hoy; Que no tengas muchas tareas este fin de semana), and reading them regularly * expressing hypothetical events using modelled structures in the conditional mood by creating slides responding to the prompt Si yo tuviera diez millones…, using sentences and images to illustrate their ideas, for example, Tendría una casa muy grande * using cohesive devices to extend sentence complexity and sophistication (e.g. aunque, a pesar de, mientras que), for example, Aunque no me gustan los animals, me interesa protegerlos * researching the biography of a famous person and rewriting it, conjugating verbs to describe a range of events across time, for example, in the present and past tenses * engaging in weekend or holiday talk by discussing what their plans for the weekend are using the future tense, or the past tense if sharing what they did last weekend or on their last holiday * reading and interpreting infographics to extend their understanding and use of symbols, abbreviations and colloquial shortenings of words, for example, Mercosur, UE, ONU, OVNI, C/ = calle, EE. UU. = Estados Unidos, d = dia, a. C. = antes de la era Común * recognising the different uses of imperative forms such as persuading, encouraging and advising, for example, vaya a la cancha / vamos al descanso; piénsalo bien / piénselo bien * creating or using an existing board game in which students practise conjugating the imperative form of verbs and acting out the instructions from the game * using numbers for a range of purposes and contexts, for example, in transactions or explaining historical or biographical events in time using years or dates such as a timeline (e.g. Juana La Loca nació el 6 de noviembre de 1479 en Toledo. Murió el 12 de abril de 1555.) * following a recipe or set of instructions that use the impersonal form with se (e.g. Primero se lavan los tomates. Luego se cortan.) or analysing public signs displayed in the streets of Spanish-speaking countries (e.g. Se venden casas; Se prohibe fumar), as formulaic expressions * beginning a sentence with an opening inverted exclamation mark (¡) and ending it with a question mark (?) or vice versa, for statements that are questions but also have a clear sense of exclamation or surprise, for example, ¡Y tú, quién te crees? / Y tú !¿quién te crees?! |
| reflect on and evaluate Spanish texts, using metalanguage to analyse language structures and features  VC2LS10U03 | * using relevant grammatical terminology when analysing a sentence or text type, such as el adjetivo, el presente and las preposiciones * using metalanguage to discuss grammatical structures that are relevant for particular types of texts, for example, El subjuntivo es un modo que expresa hipótesis o deseos * identifying and comparing key features and functions that characterise different types of texts such as voicemail messages, slogans, informative or evaluative articles, or short stories, and reflecting on how these are used for different effects * reading or listening to texts and identifying common textual conventions, for example, the use of a colon after the salutation in an email (e.g. Hola Laura: …), informal language in blogs or rhetorical language in political pamphlets * comparing the features of spoken and written texts (e.g. spoken vs. print advertising, a face-to-face speech vs. a recorded speech, a text message vs. a formal letter), noting the differences, and then comparing texts in Spanish with similar texts in English and/or other languages spoken by class members * comparing sentence structures in Spanish to English or other languages they know, and recognising the use of different clauses and tenses used to get the meaning across |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LS10U04 | * discussing the topic of personal and group identity, and understanding that language is part of identity as well as a medium to express it * analysing and discussing the interconnected nature of the linguistic and cultural diversity of Spanish-speaking communities, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples * listening to and/or reading examples of an Acknowledgement of Country in Spanish, and creating their own version that names the local Country for a Spanish-speaking audience * discussing and understanding that Spanish is a living language that continues to change, for example, the increasingly accepted use of gender-neutral and gender-inclusive language, and the way that some texts use the symbol @ or x, such as tod@s or todxs, as a gender-inclusive alternative, or the preference for the pronoun elle by some people who identify as non-binary * sharing reflections of their experiences of learning Spanish and about different reactions to aspects of the language and culture, for example, Tengo problemas pronunciando la doble r, es difícil para mí…; Me gustaría poder hablar más rápidamente en español * recognising differences in the nature and function of some elements of communication in Spanish compared with English and/or other languages, for example, the enjoyment of debate, disagreement and argument as social rather than confrontational activities, and greater levels of directness in exchanges such as making requests using direct imperatives * reading, listening to or viewing a range of texts to understand how language variation can reflect cultural and social identity, and inclusion or exclusion, for example, los refugiados / frente a los ilegales; the use of jargon or jergas (e.g. currar, laburar, estar al loro, ir de marcha, mala onda, tipo, chavo, pibe) to include or exclude, and the inclusive language of political speeches (e.g. los ciudadanos y ciudadanas…) * researching Spanish-speaking countries where there are co-official languages, for example guaraní in Paraguay, catalán/valenciano, gallego and vasco/euskera in Spain, and quiché/k’iche’ in Guatemala, and investigating the history and challenges surrounding relationships between languages * examining the meaning of proverbs (e.g. Lo cortés no quita lo valiente; El hábito no hace al monje) and idioms (e.g. Me puse las botas; No pidas peras al olmo), and how they reflect historical cultural views and attitudes * comparing texts created for different audiences in different Spanish-speaking regions and countries, noticing how language reflects the priorities, beliefs and values of specific communities (e.g. election campaigns, environmental concerns), and then exploring how word choices such as the selection of particular nouns and adjectives can indicate attitudes and values, for example, Ese joven no sirve para nada / Es un joven valiente; Ellos son ilegales / Ellos son refugiados |

# Curriculum – 7–10 Sequence

## 7–10 Sequence: Levels 7 and 8

### Band description

In Levels 7 and 8, students are beginning their learning of Spanish language, and this will be influenced by their prior experiences of language learning. Students use Spanish to describe their personal worlds and to interact and collaborate with their teachers and peers within and beyond the classroom. Listening, speaking, reading, writing and viewing activities are supported by scaffolding, modelling and feedback.

Students access authentic and purpose-developed spoken, written, viewed and multimodal resources, which may include conversations, audio and video clips, textbooks, advertisements, images, teacher-curated content from blogs, and magazines. They use their knowledge of metalanguage to reflect on similarities and differences in language structures and features between Spanish, English and/or other languages. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students use Spanish to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Spanish or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.

Students begin to use pronunciation, intonation and rhythm in spoken Spanish to develop fluency. They demonstrate understanding that Spanish has conventions for non-verbal, spoken and written communication. They comment on aspects of Spanish and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Spanish

##### 7–10 Sequence sub-strand: Interacting in Spanish

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LS8CM01 | * exchanging greetings with others using appropriate formal or informal language when entering the classroom or meeting each other in different contexts, for example, ¡Buenos días, clase!; Buenas tardes, señor Rodríguez, ¿Cómo está usted?; Hola, ¿qué tal, profe?; Adiós señora; ¡Hasta luego, amigos! * introducing and describing themselves and others, including family members, for example, Me llamo David y vivo con mi padre; Mi hermana tiene 10 años y estudia en la primaria…; Mi amigo tiene muchos animales en su granja/finca * viewing cards and expressing their likes, dislikes, preferences and opinions using simple modelled structures, for example, Me gusta jugar con el ordenador/computador; No me gusta la sopa; Me encanta la música; Mi deporte favorito es la natación * talking about their families, pets, likes and dislikes, and hobbies and leisure activities, for example, by interviewing others in person or using multimodal forms such as videos with target language (e.g. ¿Tienes hermanos/as?; ¿Tienes animales?; ¿Qué haces en tu tiempo libre?) * responding to questions about feelings and emotions, using formulaic expressions (e.g. ¿Cómo está(s)? / ¿Qué tal? Estoy estresada/contenta/cansado/aburrido.), beginning to understand that different verbs are used for different expressions (e.g. estar cansado; tener hambre) and referring to visual supports such as posters or expression charts on tables in the classroom * listening to recordings or reading about routines, events and leisure activities using language associated with time and place, identifying key information and building knowledge of reflexive verbs and time markers (e.g. Me levanto a las 7 de la mañana; Los fines de semana voy a la playa con mi familia; Mi fiesta de cumpleaños es el domingo), and asking each other about their routines during role-plays * asking questions about basic information and discussing significant or special events in their lives with peers by conducting interviews, for example, ¿Generalmente, qué haces en tu cumpleaños?; En mi cumpleaños ceno con mis amigos; Celebro el fin de año con mi familia * writing a letter, email or postcard to Spanish-speaking penfriends, sharing personal information about their lives, and asking questions using modelled language, sentence builders or vocabulary charts |
| develop language to interact in exchanges, routines and tasks related to their classroom and interests  VC2LS8CM02 | * developing and practising language for class routines such as welcoming visitors, telling the date and time * responding appropriately to commands or requests, for example, Escuchen por favor; Haz click sobre la imagen; Selecciona la palabra correcta * following and giving instructions (e.g. Abran el libro; Lee la página 20; Escuchad; Salgan de clase; Escribid en los cuadernos), or asking for help, information or permission (e.g. ¿Me puede ayudar…?; ¿Cómo se dice… en español?; ¿Puedo ir a beber agua?; Perdón…; Lo siento; Gracias; ¿Puede/s repetir?; ¿Puedo ir al baño?; ¿Cómo se escribe…?; No entiendo) * expressing opinions and thoughts using set phrases (e.g. ¡Qué sorpresa!; De acuerdo / No estoy de acuerdo; Prefiero…), and inviting others to give opinions or suggestions (e.g. ¿Estás de acuerdo? Yo sí/no; ¿Qué piensas?;) * assisting the teacher with classroom routines and duties such as roll call, distributing work, giving instructions to peers, or assisting with technology, for example, Aquí está tu libro; ¿Está María presente?; Luis no está (aquí) pero Miguel si está * developing and practising the use of spontaneous interjections, expressions and gestures to maintain simple interactions, for example, Sí, sí, bueno…; Vale, vale…; ¡Obvio!; ¡Cuidado!; ¡Bravo! * incorporating language to share, praise, encourage and take turns when playing games and completing activities with peers, for example, Es tu turno; Ahora te toca a ti; Me toca; ¡Bien hecho!; Inténtalo de nuevo * revising vocabulary and grammatical structures by designing, creating and playing simplified Spanish board games, such as Turista Mundial, Scrabble en español, Lotería and Mirar y Recordar or games of their own creation * expressing information relating to routines, interests and personal details by playing games in groups or pairs, such as taking turns to say 3 statements (2 true and 1 false), with others guessing the information that is false, for example, Me gustan las serpientes. Me despierto a las 6 de la mañana. No desayuno. |
| engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LS8CM03 | * designing and creating class reference materials collaboratively, such as wall charts or visuals to display key vocabulary and structures used regularly in the classroom, and promote Spanish learning, for example, ¡No te rindas! ¡Estudia español! * asking for and giving directions, information and assistance, such as by participating in imagined scenarios (e.g. an Amazing Race), or finding a landmark locally or in a Spanish-speaking country, for example, ¿Dónde está la biblioteca?; A dos cuadras a la derecha; Necesito un mapa de la escuela; Sigue hacia la izquierda * participating in real-life or role-played transactions such as purchasing food or tickets, for example, ¿Cuánto cuesta?; ¡Qué caro/barato!; ¿Acepta tarjeta de crédito?; ¿A qué hora es el próximo…? * emailing, messaging or using secure, teacher-moderated online apps to chat about their plans and daily life experiences using the present tense, for example, El/Los lunes juego al tenis; El/Los viernes compramos la comida de la semana; El domingo / Los domingos visitamos a mi familia * describing themselves, their likes, dislikes and school life when writing emails as part of a penfriend exchange * watching a video of people speaking Spanish, identifying commonly used gestures and discussing their meaning, and then using the gestures when creating a role-play to exchange information on familiar topics such as buying clothes in a shop or discussing what outfits they are wearing as they get ready to go to a party |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience  VC2LS8CM04 | * noticing how local names of streets, places and landmarks can have their origins in language(s) of Aboriginal and Torres Strait Islander Peoples, identifying the meanings of these place names, for example, ‘You Yangs’ comes from the Wadawurrung words Wurdi Youang, meaning ‘big hill’, and then discussing the Spanish names of landforms that also denote physical characteristics, such as Sierra Nevada or Río Hondo * viewing texts and responding to comprehension questions in English or Spanish, using readily available online resources * identifying details and key points of information from authentic resources or teacher-created texts, for example, using weather reports, news/sport reports, real estate descriptions or menus, and deciding which points to incorporate in a new text type such as a floor plan or a promotional poster for foods from a menu * locating, classifying and summarising information collected from sources such as menus, notices, timetables, packaging or retail catalogues, for example, creating a shopping list and recording prices of items; noting vegetarian options on a menu; or classifying items by colour, shape or type * conducting simple surveys or interviews with others about familiar topics such as pets, likes and dislikes or hobbies, and then interpreting the results, recording and presenting them in a graph or table, for example, Siete personas en la clase tienen gatos, 90% tiene perros * identifying key points of information in short spoken or recorded texts such as voicemail messages, announcements or television advertisements, and responding by taking notes for their own reference or to communicate to others, for example, class games such as teléfono descompuesto/roto * discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘it flows’), and identifying false friends or commonly misunderstood terms and phrases in Spanish that can cause miscommunication * identifying and describing characters and events in a film, story or comic such as Manolito Gafotas or Zipi y Zape, by responding to structured questions, for example, ¿Cómo se llama el chico de verdad?; ¿Por qué tiene ese mote?; ¿Cuántos años tiene?; ¿Cómo es su familia?; ¿Quiénes son sus amigos? * navigating secure online apps such as digital maps or timetables to find out about transport and services in a Spanish-speaking country, using information in a simulated conversation with a taxi driver or person in a hotel, for example, ¿Dónde está la farmacia? Está enfrente del banco. Toma la primera calle a la derecha. * locating specific information about a person, place or event, describing characters (¿Quién?; ¿Qué?), events (¿Qué pasa?; ¿Cuándo?), settings (¿Dónde?) and key ideas (¿Por qué?), and establishing sequence (e.g. Primero…; Luego…; Después…; Por fin / Finalmente…), using a popular and known short story, short film or television advertisement that tells a story |
| develop and apply strategies to interpret and respond to Spanish texts, and to convey meaning and intercultural understanding in Spanish in familiar contexts  VC2LS8CM05 | * using non-verbal forms of communication to demonstrate their understanding of instructions or content, for example, using a thumbs up or a fist to 5 fingers response; emoji printouts or cards; or moving to corners of the room in response to questions, revision tasks or exit tasks * identifying Spanish–English cognate patterns that can be used to predict meaning or obtain gist, for example, in verb endings and suffixes/prefixes (e.g. improbable), and demonstrating confidence when using common cognates (e.g. genial, clase, familia, computador) to support expression in the class context * recognising cognates and the possibility of encountering false friends when translating between Spanish and English, such as carpet (folder), contestar (answer), deporte (sport), pie (foot), and that these may hinder translation or create misunderstandings and confusion * translating short texts such as public signs or community notices from Spanish to English, and vice versa, identifying problems encountered and noticing similarities and differences in how the messages are conveyed, for example, the Spanish use of the impersonal se in signs compared with the English use of imperatives (e.g. Se prohibe fumar) * using print and online dictionaries to assist in the translation of simple texts, noticing that some words are pronounced or written the same way but may have different meanings, for example, ay/hay, cien/sien, hola/ola * developing techniques to infer the meaning of unfamiliar vocabulary and structures in a text, for example, highlighting known and unknown words in different colours and discussing strategies to predict meaning or fill gaps without relying on a translator * understanding the distinction between literal and non-literal translation, and identifying expressions in Spanish or English that may make no sense when translated literally into the other language, such as pasarlo bomba, tomar el pelo, meter la pata, ‘She’ll be right’ and ‘a piece of cake’ * recognising that abbreviations are used in texts in both Spanish (tq = Te quiero; pq = porque; jjj = jajaja) and English (e.g. CU = See you), and considering the use of abbreviations and their effects on a range of audiences * observing live or recorded Spanish-language interactions in different contexts, and recognising that such communication extends beyond words and includes body language, gestures, levels of politeness and tone * noticing variations in language use based on the age, gender and social relationships of the speakers and the context and purpose of interactions by, for example, selecting appropriate greetings and terms of address for people of different ages or status (e.g. Hola, ¿qué tal, Diana?; Buenas tardes, Señor Méndez; Diga, ¿quién llama?) |

##### 7–10 Sequence sub-strand: Creating text in Spanish

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions  VC2LS8CM06 | * creating a presentation by following a format that includes a greeting, introduction and sequenced ideas, for example, Buenos días. Hoy voy a hablar de los koalas. Voy a compartir su descripción física, su dieta y dónde viven. Los koalas son animales muy simpáticos. * composing and performing a role-play based on a real or imagined scenario, such as meeting a new student (e.g. ¿Cuál es tu asignatura favorita?) or going to the shops (e.g. ¿Dónde está la panadería?) * producing informative texts that combine print, digital or visual elements for specific audiences, such as a brochure or video about their school or community for a Spanish-speaking audience (e.g. Esta es la biblioteca, ahí hay libros), a digital personal profile for peers (e.g. Mi música favorita es el rock) or a presentation of their dream home (e.g. Mi casa ideal es/está…) * producing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names, or a history of their town; or reading a text and highlighting the text-type features they can see, before completing a jigsaw puzzle task with a similar text, placing all the elements of the text in the correct order using the text-type features as support * developing awareness of relevant issues by creating resources such as posters or displays, for example, on the environment (e.g. la basura a la papelera), the use of technology (e.g. respeta online / en línea) or school etiquette (e.g. camina por la izquierda) * writing a story using storyboards (in print, mini whiteboards or electronically) by composing captions for a sequence of pictures or images, for example, Hay una familia. La familia está en el parque. El parque tiene un lago con patos… * creating, individually or collectively, characters and short stories as a digital photo story, a comic strip, or a page of a ‘Big Book’ for younger students by using the Super 7 verbs and frequently used vocabulary, and then using them as stimulus texts for reading comprehension * writing the first part of a short narrative, and exchanging with a peer to write the next section, or folding the paper so the next person cannot see what was previously written to create a funny story, repeating until the text is complete, and then reading the stories aloud, for example, Es martes por la tarde y… Las dos chicas están en el colegio… * planning, creating, and presenting a performance for non-Spanish speakers, using body language (including gestures and facial expressions) to minimise the need to translate, and using bilingual and explanatory commentary as appropriate |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise and apply the sounds and conventions of spoken Spanish to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts  VC2LS8UL01 | * recognising that many of the letters of Spanish and English have the same or similar sounds, with some exceptions and additions, such as ñ * recognising that the Spanish alphabet has 22 consonants and 5 vowels, and revising the sounds by playing sound bingo * understanding that in Spanish there is only one sound for each vowel * recognising and practising the different Spanish vowel and consonant sounds through simple rhymes, or recognising them in popular and contemporary songs in Spanish, for example, g*,* silent h*,* j*,* llandx * spelling their name aloud in Spanish, for example, M-a-r-t-í-n (eme-a-erre-te-i-ene) * when listening, recognising variations in intonation required to form statements, questions and exclamations, such as Eres de Australia, ¿Eres de Australia? and ¡Eres de Australia!, respectively, indicating their understanding with actions * reading aloud and using intonation cues and transcribing what they hear with appropriate exclamation/question marks where relevant, for statements, intonations and questions, for example, ¡Comes mucho!; ¿Comes mucho? * using their own phonetic notes as required to help their pronunciation and intonation, for example, Vi series y pelis – ‘bee seh-reeehs i peh-lees’; inglés –‘in-glehs’ * applying pronunciation rules to common tongue twisters such as Tres tristes tigres tragaban trigo en un trigal * practising using formal or informal greetings appropriate to context and audience, for example, participating in a role-play activity, greeting members of the class using language appropriate to the role they have adopted (e.g. teacher, classmate, older neighbour, shop owner, cousin) |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LS8UL02 | * noticing and applying the different rules of capitalisation in Spanish and English, for example, lunes; marzo; matemáticas * identifying and applying graphic symbols, such as the *tilde* on ñ, ¿…? and ¡…! on keyboards and in writing systems * understanding and applying rules for gender-and-number agreement such as -o and -a at the end of nouns, and common exceptions, for example, mano (feminine), día (masculine), and developing awareness of additional gender patterns in word endings (e.g. el/la -ista; el/la -ante; la -ción; la -dad; el -or; el -aje; el -ero; la -era) by noticing them in texts or expressions used in the classroom, for example, Vamos a escuchar una canción * using appropriate definite and indefinite articles that agree in gender and number with the noun (i.e. el, la, los, las, un, una, unos, unas); noticing some common exceptions to the rule, for example, el día; la mano; el lápiz / los lápices * understanding that adjectives and possessive pronouns agree in number and gender with nouns, paying attention to word order, for example, la casa amarilla; las niñas divertidas; los perros rápidos; el estudiante trabajador / la estudiante trabajadora; mi familia; mis amigos/as; tu estuche rojo; su ordenador nuevo / sus ordenadores nuevos * developing knowledge of gender-and-number agreement with demonstratives (e.g. este/esta, ese/esa, aquel/aquella), ordinal numbers (e.g. primero/a, segundo/a, tercero/a) and basic quantifiers (e.g. mucho/a/os/as; bastante/s; poco/a/os/as) * understanding the form and function of subject pronouns (yo, tú, él/ella/usted, nosotros/nosotras, vosotros/vosotras, ustedes, ellos/ellas/ustedes), and how they determine verb endings in conjugations, for example, Esta es María, la hermana de Juan. Ella está en la escuela primaria y él está en el año 8. * understanding and using the 3 conjugations for the present tense of regular verbs (-ar/-er/-ir) and commonly used irregular verbs such as tener, ir, ser and estar; and recognising that there are multiple versions of the verb ‘to be’ in Spanish, including ser and estar, and identifying the main uses of each, for example, Soy Alicia (permanent); Estoy bien (temporary); Somos peruanos/as (nationality); Estamos en clase de español (location) * using verb conjugations in affirmative, negative and interrogative forms, for example, ¿Cuál es tu nacionalidad? Soy china-australiana.; ¿Y tú, qué idiomas hablas? Yo no hablo chino, pero hablo inglés y español. * practising the abovementioned grammar rules through activities such as running dictation, fireball or delayed copying * recognising that register shifts according to familiarity and social position, for example, using different pronouns and the corresponding verb endings in formal or informal interactions such as ¿Cómo se llama usted? and ¿Cómo te llamas? * seeking information using interrogatives such as ¿Qué…?; ¿Cómo…?; ¿Cuándo…?; ¿Quién…?; ¿Dónde…?; ¿Cuántos/as…?; ¿Por qué…? and ¿Cuál…? by playing questioning games with peers * using prepositions of place (e.g. Está entre los árboles) and the contractions al (a + el) and del (de + el) (e.g. Está al lado del patio) to describe where things in the classroom or in a picture are located * linking ideas using connectives, for example, y/e; o/u; pero; porque * recognising the functions of elements such as prefixes and suffixes, and their importance in word building and changing meaning, for example, repasar/repaso; casa/casita; caserón/casero; jugar/juego/jugador |
| compare the structures and features of Spanish with English and/or other languages using some metalanguage  VC2LS8UL03 | * discussing aspects of grammar using metalanguage in English or Spanish to ask questions and compare the features of Spanish, English and other languages * developing awareness that different verbs are used in Spanish and English for certain expressions, for example, Tengo 12 años (‘I have 12 years old’, to refer to one’s age); ¿Tienes hambre? (Are you hungry?); Hace frío (It is cold) * identifying ‘do’ as an interrogative/negative auxiliary in English and how it differs in Spanish, for example, Do you live in Costa Rica? – ¿Vives en Costa Rica?; I don’t live in Costa Rica – No vivo en Costa Rica * understanding the similarities and differences in the use of commas and decimal points in English and Spanish, for example, €2,000 (2.000€) and 1.75m (1,75m) height used in Spain and Spanish-speaking countries in South America, and observing that in some English-speaking countries the imperial system is an alternative to the decimal system, for example, 3 feet (0,91m) * building metalanguage to understand and discuss grammatical structures and vocabulary in Spanish and English (infinitivo, presente, género, masculino, femenino, número, singular, plural, adjetivo, sustantivo, and forma negativa e interrogative), and comparing with equivalent terms in English and/or other languages * comparing key structures and features of familiar Spanish and English texts by identifying the intended purpose and audience, such as in recipes, announcements, road signs or instructions, for example, Primero, se pelan las patatas…; Señoras y señores pasajeros, el tren con destino…; Se ruega guardar silencio; Escribir la respuesta a las siguientes preguntas… * discussing Spanish and English word order and syntax, noticing similarities and differences, for example, noun before adjective in Spanish; or showing possession, for example, using an apostrophe and ‘s’ in English, using the preposition de in Spanish * comparing the ways to express ‘you’ in Spanish (tú, usted, ustedes, vosotros, vosotras and vos) and ‘you’ in English, and highlighting the different forms in a variety of texts * recognising the influence of Spanish language and culture(s) on English and other languages by identifying loan words in English (e.g. patio, tango, taco, chocolate, tomato, guacamole, siesta), and noting how they are pronounced by English speakers |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LS8UL04 | * identifying and discussing the concept of identity and sense of belonging, and how a language connects a person with their culture, family, background and history, and how this may be expressed through behaviours, actions or self-expression * observing that many Spanish speakers may be multilingual and can move between languages to achieve different purposes, and to draw on additional communicative resources, for example, gallego, euskera, catalán, guaraní and aimara, and then creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline * identifying the Aboriginal or Torres Strait Islander Country or Place on which they live and incorporating this into their self-introduction in Spanish * using non-gendered forms of address such as Buenos días, clase * researching how linguistic innovations reflect the dynamic nature of Spanish, for example, the increasing use of gender-neutral and gender-inclusive language, such as todxs or tod@s in written texts or the preference for the pronoun elle by some Spanish speakers who identify as non-binary * exploring language features that reflect and embody cultural values and history, for example, regional differences in naming conventions such as the use of apellidos, composite names and religious-based name order (e.g. María José / José María), or comparing aspects that may be similar or different across cultures, by listening to or reading traditional texts such as leyendas or fábulas, identifying key messages, beliefs and values * appreciating the wealth of languages present in the classroom or among school staff, as well as local Aboriginal languages * noticing that many words, including names of places, animals or natural elements in many Latin American countries are Indigenous names, such as ‘Guatemala’ deriving from Cuauhtēmallān (place of trees) in Nahuatl or ‘alpaca’ from allpaqa in Aymara, and noticing that some names of places and animals in Australia also reflect the Aboriginal and/or Torres Strait Islander names, for example, ‘Nagambie’, deriving from the Taungurung (Daung wurrung) word nogamby, meaning ‘lagoon’ * identifying elements of ways of communicating and behaving in Spanish that may be unfamiliar to people from different contexts and cultures, for example, ways of expressing wishes, social interactions, celebrating events, rituals associated with sports, formal and informal address or kisses on the cheek, by viewing interactions between Spanish-speaking people and discussing how their own culture would engage in a similar scenario * understanding that languages and cultures change continuously due to contact with and influences from other languages and cultures, and in response to new ideas and developments, by collating a wordlist with examples such as tuitear, globalización, chatear, bloguear, cliquear and presionar control clic, and collecting examples of Spanish words borrowed from other languages, such as fútbol, shopping, básquetbol, canguro, chófer, pizza and chau * examining what is most important to them and their way of life, for example, creating a personal slogan/motto and crest to reflect aspects of their identity using Spanish words, phrases, expressions (e.g. Siempre sé positivo/a) and symbols |

## 7–10 Sequence: Levels 9 and 10

### Band description

In Levels 9 and 10, Spanish language learning builds on each student’s prior learning and experiences. Students use Spanish to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with other speakers of Spanish in local and global settings through authentic community and moderated, secure online events. They continue to receive guidance, modelling, feedback and support from their peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written, viewed and multimodal texts, which may include textbooks, audio and video clips, magazines and images, online and print articles, and teacher-moderated social media. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students initiate and sustain Spanish to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Spanish or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Spanish to create texts.

Students apply features and conventions of spoken Spanish to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of Spanish texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Spanish, to discuss how this influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Spanish

##### 7–10 Sequence sub-strand: Interacting in Spanish

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds  VC2LS10CM01 | * responding to and incorporating routines and class instructions such as ¿Cuál es el objetivo de hoy, porfe? * initiating and sustaining conversations with peers, family and others, using expressions such as ¿Qué pasa?; ¿Cómo estás/está hoy, profe?; ¡Qué buen tiempo hace! * expressing, comparing and explaining likes, dislikes and preferences, for example, Me gusta más el baloncesto que el fútbol; Me encanta la historia porque me parece interesante; Nuestro colegio es grandísimo; Lo que más me gusta hacer los fines de semana es estar con mis amigos, generalmente * interviewing other teenagers to build relationships and share views on aspects of young people’s lives, such as friends, responsibilities, interests and aspirations, for example, in a ‘speed dating’ activity using questions such as ¿Qué te gusta hacer los fines de semana?; ¿Qué tareas haces en casa?; ¿Te interesa la música?; ¿Qué te gustaría hacer en el futuro?; tomar un año sabático; viajar por el mundo; hacer voluntariado * developing non-verbal and spoken techniques and strategies to maintain the flow and authenticity of conversations using spontaneous interjections, expressions and gap fillers, for example, Mira…; ¡Vale!; Bueno…; O sea…; ¿Me entiendes?; ¡Dios mío!; ¡Qué guay! * sharing impressions of past experiences and significant events by using the past tenses in context, for example, En mis vacaciones, primero fuimos a…, después… Durante la segunda semana fui a… y entonces… Fue fenomenal… Al final… y ¿qué tal tus vacaciones? * discussing personal views and opinions on topics such as acoso escolar, ideal de belleza and música, using expressions such as De ninguna manera… and Claro que sí… to link and elaborate ideas in round-table discussions or debates * using relevant discussion strategies such as active listening, showing interest, acknowledging others’ opinions, responding to, elaborating on and extending ideas, for example, Perdona, pero no estoy de acuerdo contigo porque…; Me parece mejor…; ¿Qué os/les parece si…? |
| use Spanish language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LS10CM02 | * using a variety of question words and question forms to discuss and negotiate class routines, for example, ¿Hoy vamos a jugar un juego, profe?; ¿Hacemos esta actividad en equipo juntos, James? * participating in class discussions or activities to express opinions and reflect on those of others, for example, in a game of 4 corners, where students move according to their opinion and then respond to others in opposing corners, for example, Me parece que…; ¿Qué os/les parece?; ¡Qué buena idea! No me parece una buena idea. * expressing thoughts about the pros, cons and limitations of ideas and issues raised regarding a given topic, for example, Creo que… porque; Prefiero…; Es más útil que…; Tiene menos… que; En primer lugar, creo…; Ahora creo que…; (No) estoy de acuerdo * using persuasive language and suggesting possible solutions when participating in debates about current issues of interest, for example, pienso + infinitive; ¿Qué opinas? En mi opinión… se debe… Se puede… Es necesario * using slogans to support arguments, for example, Si no reciclas, reusa, si no reusas reduce. Pero ¡haz algo!; Si no limpia, no ensucie. No arroje basura, ayude a cuidar el medio ambiente. * preparing print or digital information in Spanish for real or imaginary Spanish visitors to the school, for example, preparing welcome speeches, filming an introduction to the school or conducting guided tours of the school * negotiating differences between personal opinions, for example, designing the ideal home (e.g. types of shared spaces, outdoor areas, number of bedrooms/bathrooms) or creating a debate on the advantages and disadvantages of participating in team sports |
| use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LS10CM03 | * discussing and negotiating a resolution to a common problem such as a disagreement with others, managing study commitments or making a polite complaint, for example, ¿Qué tengo que hacer?; No quiero discutir…; No tengo tiempo para estudiar… * reflecting on the importance of non-verbal communication (e.g. gestures) to make meaning by planning and playing a game of charades * planning and making shared arrangements for real or imagined Spanish visitors to the school or a homestay, for example, preparing print or digital informative materials, preparing welcome speeches or conducting school tours * planning and producing resources such as blog posts, posters or online feature articles about issues related to the Spanish-speaking world or wider community, such as migration or recycling, and using Spanish to discuss and negotiate the organisation of work, for example, Creo que primero deberíamos escribir…; Es evidente que…; Una opción es… * organising, planning and completing all the stages of preparation for an event such as the end-of-year dance, a trip, fundraiser, winter sleep-out or camping trip, keeping a weekly journal about the process, what they are learning and what they need to do * reflecting on previous experiences such as a class excursion, camp, party or assembly presentation, what they did and how they may plan it differently in the future, using email, messages or secure, teacher-moderated online apps to chat, for example, El campamento fue muy divertido, hicimos surf e hicimos una hoguera. Pero la próxima vez traeré más comida. |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LS10CM04 | * viewing multimodal texts on a range of topics and responding to multiple-choice or open-ended questions to demonstrate understanding of meaning and key ideas * reading tourist brochures and travel websites about diverse locations in Spanish-speaking communities, identifying and comparing features of local lifestyles, such as foods and festivals, reflecting on how modern or traditional these cultural manifestations are, for example, el Día de los Muertos being rooted in Mexico and then embraced in the United States * accessing a range of texts about travelling to Spanish-speaking countries and writing a dot-point checklist or to-do list for a real or imagined travel adventure (e.g. obtener un pasaporte y una visa; planificar un itinerario; comprar boletos ), or obtaining information about a festival, experience, event or tourist site, and writing a series of postcards in the voice of a journeying character, using guiding questions, for example, ¿Dónde estás?; ¿Te gusta?; ¿Por qué o por qué no?; ¿Qué te ha pasado hasta ahora?; ¿Qué es sorprendente?; ¿Qué has aprendido hasta ahora, sobre ti mismo o sobre los demás?; ¿Qué vas a hacer? * watching a documentary on global issues such as el cambio climático, la migración, la conservación de las lenguas indígenas or las redes sociales, and summarising the data in a graph or infographic to share with class * viewing a film poster of an age-appropriate Spanish-language film related to a topic being studied (e.g. migration, festivals or youth issues), making predictions about the themes, context, audience and purpose of the film and responding to questions (e.g. ¿Qué hay en la imagen?; ¿De qué crees que va a tartar la película?), then watching the film, and writing a reflection or film review, creating a storyboard or describing the characters * listening to or reading an article or interview of a well-known Aboriginal or Torres Strait Islander person, discussing their opinions and ideas in Spanish, and creating and presenting their personal profile to the class * researching, presenting and taking a position on contemporary issues such as los efectos de las redes sociales en la vida de los y las jóvenes * analysing and comparing information obtained from a range of sources (e.g. announcements, reports or interviews) on topics of social and cultural interest, and summarising and presenting the information to peers in a variety of ways (e.g. infographics, a news report, conversation, a shared website or class blog), for example, el cine latinoamericano comtemporáneo; el efecto del turismo en las Islas Galápagos; los refugiados en España; la expansión del español por el mundo; las expectativas familiares y culturales * identifying different perspectives in various text types (e.g. articles, reports or blogs) by distinguishing between facts and opinions on a variety of topics, for example, fiestas tradicionales * gathering information from a range of sources, including personal commentaries by Spanish-speaking peers and adults about social, historical and environmental issues or cultural aspects of Spanish-speaking communities, and using preferred modes of presentation to share information with others |
| apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LS10CM05 | * translating and defining words or expressions that reflect culturally embedded references and concepts, for example, the word sobremesa or the practice of tutear * analysing Spanish translations of familiar English-language texts, identifying aspects that have been ‘lost in translation’, for example, comparing the English subtitles of a film dubbed in Spanish with the original English version and discussing what was different and why, or exploring children’s books with versions in both languages such as Vamos a cazar un oso * developing strategies to resolve communication challenges such as responding to breakdowns in communication by rephrasing, describing (circumlocution), using repair strategies and asking peers or the teacher for clarification or repetition, for example, Olvidé la palabra, pero ese vegetal que parece un brócoli blanco; Repite/a por favor; ¿Puede/s explicarlo otra vez?; Quiero decir… * expanding awareness of ‘false friends’ by recognising that words with the same origin may take a separate path in Spanish and English, or that words with different origins may resemble each other by coincidence (e.g. constipado/a, ropa, embarazada, campo, decepción), for example, by creating a chart that shows the word in English, the ‘assumed translation’ and the correct translation, or by creating and playing multiple-choice games in class * identifying challenges associated with the translation of simple texts such as letters or conversations, and deciding whether different information or language structures are required in the translated version, for example, idioms, salutations, respectful terms (e.g. titles, formal expressions) or the absence of pronouns * evaluating the effectiveness of online translation tools and issues associated with them, for example, comparing translations or ‘back-translating’ a well-known text, and commenting on the translation issues and why they may occur * identifying levels of formality in spoken and written texts, and considering what these convey about social relationships and processes, such as reflections of status, authority, respect or intimacy, for example, Disculpe, ¿podría decirme…?; Perdone que le interrumpa,…; Me gustaría tomarme un café contigo; ¡Oye tío/a!, ¿por qué no vamos al partido mañana; ¡Compa, qué bueno verte! |

##### 7–10 Sequence sub-strand: Creating text in Spanish

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  VC2LS10CM06 | * working collaboratively to create a brochure to identify aspects of their city, town or region likely to be of interest to Spanish-speaking visitors of the same age * creating informative or evaluative bilingual texts, for example, presenting a personal or shared perspective on topics such as fashion, music, cinema or social media, using formats such as displays, secure online posts or oral presentations to provide critical or explanatory commentary, writing a journal entry or contributing to a school newsletter in Spanish * selecting picture cards, cartoons, famous digital images or memes, or rolling ‘picture dice’ with images of someone crying, angry, laughing, etc., and writing a short story or commentary using spontaneous language and humour, for example, a person with a shocked face with the caption, ¡Mi cara después del examen de matemáticas! * creating a print or digital advertisement or travel brochure in Spanish for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear; or writing a journal entry or a contribution for a school newsletter in Spanish, reflecting on a visit to an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site’s significance * adapting familiar stories or fictional characters by creating new situations or different effects, for example, popular cartoons such as Mafalda * composing performance texts such as skits, raps or poems to amuse, entertain and engage other learners of Spanish, for example, writing a poem to a rhythmic beat * composing simplified versions of classic stories such as Caperucita Roja or Los doce enanitos for an audience of second or additional language learners * experimenting with modelled poetic devices such as rhyme, repetition or onomatopoeia to intensify emotion, mood or feeling, and then creating their own poems, songs or performances, using language, voice and gesture to create specific effects * working in pairs to write a simulated text message or social media commentary based on an example, incorporating handles (@) and hashtags (#), for example, ¿Cómo es el clima allí? #vamos a la playa @Cancún, and discussing the intended audience of the text * writing the first, middle or last part of a text in the text type and genre of their choice (e.g. a letter, imaginative story or informative article), and exchanging with peers to write the missing sections following the same styles, themes and conventions, for example, mis últimas vacaciones; el día que yo…; mi aventura en… |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| apply features and conventions of spoken Spanish to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LS10UL01 | * experimenting with pronunciation in creative activities, such as collecting a card that asks them to read a sentence speaking like a small child, a newsreader, a particular film character with a distinctive tone, a snake or a mouse * noticing the use of pitch, rhythm, stress and intonation in different audio tracks, identifying the intended purpose and how these features affect the listener, for example, when listening to a news report (e.g. Es hora de escuchar el reportaje de…) or a radio advertisement (e.g. Este fin de semana…) * using the Spanish pronunciation of letters to spell words and phrases aloud, and applying the correct terminology for accents and marks, such as tilde, acento anddiéresis * pronouncing consonants according to vowel combinations (e.g. the g in gente, agua and gas), and the double consonants ll and rr compared with the single l and r * understanding variation in pronunciation across the Spanish-speaking world, such as the pronunciation of ce and ci in different regions (e.g. ceceo y seseo, gracias, Cecilia), and the soft ‘sh’ pronunciation of ll and y in Argentine Spanish (e.g. calle pronounced either ‘calle’ or ‘cashe’), by watching videos, listening to songs or podcasts, interviewing visitors in person or remotely by videoconference * listening to and reciting texts such as poems, stories, tongue twisters or song lyrics to familiarise themselves with the rhythm and musicality of the language, for example, proverbios y cantares de Antonio Machado; Guantanamera de José Martí; Juan junta juncos junto a la zanja * identifying the use of pitch, rhythm, stress and intonation in different audio or audiovisual clips, and discussing the intended purpose and how they affect the speaker, for example, traditional radio announcements in Spanish or the pitch used by soccer commentators * adjusting the tone, register and word choice of spoken or written Spanish to reflect the formality of the context, for example, using the correct subject pronouns and correctly conjugating the accompanying verb |
| apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LS10UL02 | * observing and discussing features of a variety of text types as they are introduced in different tasks and activities, and identifying relevant vocabulary or expressions and grammatical structures associated with each text type * understanding when to omit definite and indefinite articles, and adjusting for gender-change cases (e.g. Quiero ser ingeniera; el capital vs. la capital) and applying this knowledge when writing texts * using collective nouns such as gente and familia, and noticing the use of singular verbs, for example, La gente en Australia pasa mucho tiempo al aire libre; Mi familia tiene una casa en la playa * noticing and explaining some changes in meaning when the adjective precedes the noun, for example, una gran casa / una casa grande; un solo perro / un perro solo * identifying and using comparatives and superlatives, including some irregular forms (e.g. mejor/peor que…; el mayor/menor; más/menos… que; el más…; …ísimo/a; tan… como) * understanding and using indefinite adjectives and pronouns (e.g. alguno/a/os/as, ninguno/a/os/as, otros/as, todo/a/os/as, alguien, nadie, nada, algo) noticing the constructions with a double negative, for example, No hay nadie en clase; No tenemos nada * using possessive and demonstrative pronouns (e.g. Aquel es el tuyo; Este es el mío), and neutral demonstratives (e.g. ¿Qué es esto?; Me gustó aquello que dijo) when participating in class activities or discussions * understanding the use of relative pronouns in familiar contexts (e.g. que, el/la/los/las que, quien/quienes, el/la cual, los/las cuales, donde) * using modelled structures that contain direct and indirect objects, for example, Ella compró flores para él; Ella se las compró * using connectors such as que and como to construct more complex structures using subordinate sentences when producing texts * recognising different past-tense forms such as preterite, imperfect and past perfect, and comparing these with English past-tense forms, for example, Marcos nació en Filipinas; Él llamaba a su hermana cuando la necesitaba; hemos estudiado los tiempos pasados and understanding and using regular and irregular forms of the pretérito indefinido or preterite (e.g. canté, bebí, escribí, and fui, estuve) and temporal markers (e.g. ayer; el año pasado; hace 2 años) * understanding and using the immediate future, -ir a + infinitive, for example, Yo voy a ir al concierto con mis amigos and recognising future and conditional tenses and their conjugational patterns by reading texts and highlighting different tenses in different colours, for example, Mañana iremos de excursión al zoo; Me gustaría visitar México * elaborating on ideas or providing additional details with prepositions (e.g. por, para, con, sin, hacia), or understanding the function of impersonal expressions such as se necesita…, se habla…, se dice…, se puede… and hay que…, and practising these in role-plays * using cohesive devices in complex sentences (e.g. por lo tanto, además, sin embargo, al contrario de, de la misma manera) by using them to rewrite simple sentences * forming adverbs from adjectives (e.g. normalmente, seguramente, probablemente) by playing a word game in pairs |
| reflect on and evaluate Spanish texts, using metalanguage to discuss language structures and features  VC2LS10UL03 | * comparing features of Spanish and English versions of different types of texts such as menus, weather reports, advertisements, text messages or horoscopes, noticing differences that may be culturally significant, and understanding textual elements that provide coherence at a whole-text level, such as cohesive devices, introductions and summaries, linked paragraphs, and sequencing of ideas, for example, Por lo tanto…; En primer lugar…; En conclusión… * reflecting on how grammatical and vocabulary choices shade meaning and establish register, for example, the use of formal or informal pronouns (e.g. usted, ustedes, tú, vosotros/as), the use of forms of address (e.g. don Juan, doña Pepa, señor Martínez, señoras y señores, damas y caballeros, Pedro y Sonia), and the use of abbreviations and slang (Mi cole es guay) * researching loan words from different languages across time and through political, historical and social changes, such as words of Arabic origin that start with the prefix al- (e.g. almanaque, alcachofa, algodón, álgebra), and some common interjections (e.g. ¡Hola!; ¡Ojalá!; ¡Olé!), also derived from Arabic * using metalanguage to discuss language structures and features in Spanish, such as sujeto, verbo and objeto, verb tenses (e.g. pretérito, futuro, tiempo compuesto, participio pasado) and other features (e.g. sinónimo, concordancia, párrafo) * explaining how language is used differently to achieve different purposes, for example, the use of contractions, emoticons, acronyms and initialisms in text messages to save time, and the use of slang and specialised or inclusive language to establish shared interest or identity * investigating how social media, globalisation, technology and popular culture have influenced the Spanish language over time, and explaining how expressions have been adapted (e.g. chatear; Guglear; resetear; poner algo en mi perfil) or when the English word is used with Spanish (e.g. tomar un selfie; mover el mouse en la computadora; darle like…) * comparing sentence structures in Spanish, English and/or other languages they know, and recognising the use of different clauses and tenses to convey meaning |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LS10UL04 | * discussing the concept of identity and how a language connects a person with their culture, background and history, and then discussing and reflecting on the nature and role of culture and its expression through language, by interviewing bilingual Spanish-speaking peers, family members or guests using a series of questions about culture, identity and diversity and their experience of using more than one language, for example, ‘Do you identify more strongly with one language?’, ‘Do you express yourself differently in each language?’, ‘Do you feel like the same “you” when speaking each language?’ * analysing and discussing the interconnected nature of the linguistic and cultural diversity of Spanish-speaking communities, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples * understanding how language variation can reflect cultural and social identity, and inclusion or exclusion, for example, los refugiados / frente a los ilegales; the use of jargon or jergas (e.g. currar, laburar, estar al loro, ir de marcha, mala onda, tipo, chavo, pibe) to include or exclude, and the inclusive language of political speeches (e.g. los ciudadanos y ciudadanas…) by reading, listening to or viewing a range of texts * analysing examples of traditional and contemporary images or texts in print and online, and comparing how representations of identity and gender in the language have changed over time * understanding that Spanish is a living language that continues to change, for example, the increasingly accepted use of gender-neutral and gender-inclusive language, and the way that some texts use the symbol @ or x, such as tod@s or todxs, as a gender-inclusive alternative, or the preference for the pronoun elle by some people who identify as non-binary * discussing why 12 October has different names and connotations in different countries, such as Día de la Hispanidad in Spain, Día de la raza in Mexico or Colombia, or Day of Indigenous Resistance in Venezuela, making connections between dates of similar significance in other countries * recognising that the Spanish language continues to evolve due to exposure to other cultures, globalisation, trends, technology, social media, population growth and migration, for example, the natural use of Spanglish in the United States, or exploring the influence of Latin American popular culture in the United States and the rest of the world, for example, bilingual films, music, television channels, telenovelas, sports, rituals or festivals * recognising that many Spanish-speaking countries have Indigenous languages that are co-official or national languages, such as guaraní in Paraguay and quiché in Guatemala, as well as catalán/valenciano, gallego and vasco/euskera in regions of Spain; investigating the history and links between languages and how they are maintaining or contributing to cultural identity; and noting that Spanish coexists with multiple Indigenous languages and dialects in many countries, which reflects the cultural and linguistic diversity of these nations * listening to and/or reading examples of an Acknowledgement of Country in Spanish and creating their own version that names the local Country for a Spanish-speaking audience * discussing ways in which learning a different language can lead to new ways of thinking or interpreting experiences, for example, understanding others’ ways of life, developing empathy for second language learners, breaking down stereotypes or assumptions, developing patience and resilience, and reflecting on this understanding by writing a journal entry, personal letter or an online talk * analysing texts such as advertisements, brochures, catalogues, graffiti and websites in Spanish that show different representations of culture and identity, reflecting on language use, images and symbols (e.g. the slogan pura vida in Costa Rica), and considering how regional and national perspectives influence the use of language and sense of identity relating to place or country, such as catalán/valenciano or vasco/euskera and the northern vs. southern regions of Chile (sierra vs. costa) |