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| Foundation | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of the Foundation year, students use play and imagination to interact and create Spanish texts, with support. They identify that Spanish and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |  |

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| Content descriptions | | |
| Version 9.0 | | |
| Version 9.0 | Action taken | Version 8.4 |
| with support, recognise and communicate meaning in Spanish  AC9LSF01 | New |  |
| explore, with support, language features of Spanish noticing similarities and differences between Spanish and English  AC9LSF02 | New |  |
| explore connections between language and culture  AC9LSF03 | New |  |

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| Years 1–2 | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 2, students use Spanish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.  Students imitate the sounds and rhythms of Spanish and demonstrate understanding that Spanish has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Spanish and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). | By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves and exchange greetings such as *Buenos días/tardes/noches*, and farewells (for example, *hasta pronto*). They use simple repetitive language and respond to simple instructions when participating in classroom routines, games and shared activities, for example, *Sal de aquí, Párate en la puerta*. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce distinctive sounds of the Spanish language, including the sounds for the letters *ll*, *ñ*, *rr/r* *g/j, c* and *y*. Students identify specific words and expressions in simple texts, such as names of people, places or objects. They convey factual information about self, family, friends and favourite things at word and simple sentence level, for example, *Mi casa es grande, Nuestro ordenador es pequeño, Tu celular es nuevo*. They respond to and create simple spoken and written texts using modelled examples and formulaic language. Students use gender (for example, *el pastel/la torta*), simple verb forms (for example, *estudiar, comer, dormir*), definite articles and vocabulary related to familiar environments to describe people, places and things. Students translate frequently used words and simple phrases, using visual cues and word lists (for example, *clase, zapatos, camisa, teléfono/celular*) and create simple print and digital texts in both Spanish and English. They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures.  Students know that Spanish uses the same alphabet as English when written, except for *ñ* as in *mañana* and *España*. They identify features of familiar texts and give examples of how different titles are used to address people in different situations (for example, *Doña Josefa, Don José, Tía*). They identify Spanish as one of many languages spoken in Australia and give examples of words that English and Spanish have borrowed from each other such as *chat*, ‘tortilla’, ‘fiesta’. Students identify differences and similarities between their own and others’ languages and cultures. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Spanish | | |
| Version 9.0 Sub-strand: Interacting in Spanish | | |
| Version 9.0 | Action taken | Version 8.4 |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions  AC9LS2C01 | Refined  Combined | Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things  [Key concepts: self, family, friendship, belonging; Key processes: greeting, introducing, participating] (ACLSPC109)  Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions  [Key concepts: routines, roles; Key processes: following instructions, responding] (ACLSPC111) |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues  AC9LS2C02 | Refined | Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language  [Key concepts: play, action, exchange; Key processes: participating, performing, turn-taking] (ACLSPC110) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| Version 9.0 | Action taken | Version 8.4 |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases  AC9LS2C03 | Combined  Refined | Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks  [Key concepts: literacy, numeracy; Key processes: locating, selecting, sorting] (ACLSPC112)  Participate in shared reading, or viewing or listening to short imaginative texts and respond through mime, drawing and dance  [Key concepts: character, story, imagination; Key processes: acting, expressing, choral reading (ACLSPC114) |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines  AC9LS2C04 | New |  |

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| Version 9.0 Sub-strand: Creating text in Spanish | | |
| Version 9.0 | Action taken | Version 8.4 |
| use words, familiar phrases and modelled language to create spoken, written and multimodal texts  AC9LS2C05 | Combined  Refined | Present factual information about self, family, friends and everyday objects using simple statements and support materials  [Key concepts: self, family, favourite; Key processes: naming, labelling, showing] (ACLSPC113)  Create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression  [Key concepts: rhythm, expression, performance; Key processes: chanting, drawing, singing, dancing] (ACLSPC115)  Create simple print or digital texts that use both Spanish and English, such as labels, captions, wall charts and picture dictionaries  [Key concept: equivalence; Key processes: labelling, captioning] (ACLSPC117) |
| Removed | Translate frequently used words and simple phrases using visual cues and resources such as word lists  [Key concepts: similarity, difference; Key processes: identifying, noticing] (ACLSPC116) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| Version 9.0 | Action taken | Version 8.4 |
| recognise and imitate the sounds and rhythms of Spanish  AC9LS2U01 | Refined | Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing  [Key concepts: phonic awareness, pronunciation; Key processes: reading aloud, listening, mimicking] (ACLSPU120) |
| recognise that the Roman alphabet is used to construct meaning in texts in Spanish  AC9LS2U02 | Refined | Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships  [Key concepts: syntax, word order; Key processes: naming, noticing patterns] (ACLSPU121) |
| Removed | Understand that language is organised as ‘text’ and recognise features of familiar texts such as charts, labels, rhymes and stories  [Key concepts: text, meaning, structure; Key processes: recognising, identifying] (ACLSPU122) |
| notice that Spanish has features that may be similar to or different from English  AC9LS2U03 | New |  |
| Removed | Recognise what aspects of songs, stories, rhymes and pictures from Spanish-speaking cultures may look or feel similar or different to own language(s) and culture(s)  [Key concepts: language, culture, difference; Key processes: noticing, comparing] (ACLSPC118) |
| Removed | Recognise that in Spanish different words and language forms are used to address and greet people according to relationship, context and time of day  [Key concepts: language as social practice, context; Key processes: noticing, comparing] (ACLSPU123) |
|  | Removed | Understand that the English and Spanish languages borrow words from each other  [Key concept: word borrowing; Key processes: noticing, listing] (ACLSPU124) |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| notice that people use language in ways that reflect cultural practices  AC9LS2U04 | Refined | Notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers  [Key concepts: behaviours, cultural similarities and differences; Key processes: noticing, asking questions, making connections]  (ACLSPU126) |
| Removed | Recognise themselves as belonging to groups, for example, ‘my friends’, ‘my class’, ‘my school’, ‘my family’ and ‘my community’  [Key concepts: self, identity, family, community; Key processes: noticing, describing] (ACLSPC119) |
| Removed | Recognise that Spanish is one of many languages spoken around the world and in Australia  [Key concepts: multiculturalism, culture; Key processes: mapping, discussing] (ACLSPU125) |

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| Years 3–4 | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 4, students use Spanish language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. 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 syntax to create texts.  Students imitate sound combinations and rhythms of Spanish language. They demonstrate understanding that Spanish has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Spanish and make comparisons between Spanish and English. They understand that the Spanish language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). | By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They use formulaic expressions when participating in classroom routines and collaborative activities, such as complimenting others (for example, *El bolso de Susana es hermoso*), requesting help (for example, *Necesito ayuda con mi bicicleta*) and seeking permission such as *¿Puedo ir al salón de informática?.* They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and the present + infinitive form (for example, *quiero cantar, quiero salir*) about aspects of their lives such as school, home and everyday routines (for example, *Mi escuela está cerca de mi casa, Me gusta la clase de español*). They approximate Spanish pronunciation and intonation in simple statements. Students gather information relating to own and others’ lifestyles and present information at sentence level in simple texts. They make simple statements about characters such as *La bruja es amable*, themes and their own reactions such as *El payaso está triste* in response to imaginative texts. They use modelled sentence structures to compose short original texts using conjunctions such as *y, o, porque* and *pero*, and prepositions such as *a, con, de* and *en*. Students use vocabulary related to school, home and lifestyles (for example, *divertido, alto, gordo, grande*). They use possessive adjectives (for example, *mi libro, nuestro coche*), adjectives (for example, *extraño, fantástico*), singular and plural forms (for example, *el árbol, la cafetería, las pelotas, los mensajes*) and regular verbs (for example, *cantar, correr, vivir*) in simple constructions. When writing, they apply punctuation and capitalisation rules. They translate short texts, using word lists and dictionaries and create simple bilingual texts. They use simple phrases and expressions that reflect cultural practices, for example, diminutives such as *Sarita, gatico*.  Students differentiate between statements, commands, exclamations and questions according to intonation. They identify similarities and differences between some Spanish and English texts, recognising that familiar texts have characteristic features. They give examples of how language use varies according to the age, gender and relationship of participants, and of ways that languages change over time. They name some of the many languages that are spoken in Australia, and identify languages represented in the class and local community. They identify ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions such as *¿Me pasa el ipad por favor?* |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Spanish | | |
| Version 9.0 Sub-strand: Interacting in Spanish | | |
| Version 9.0 | Action taken | Version 8.4 |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions  AC9LS4C01 | Combined  Refined | Interact with teacher and peers to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes  [Key concepts: routine, home; Key processes: questioning, responding, describing] (ACLSPC127)  Participate in everyday classroom exchanges such as responding to simple questions, asking permission, requesting help, asking how to say or write something, asking for repetition and complimenting others  [Key concepts: cooperation, school life; Key processes: questioning, requesting, suggesting] (ACLSPC129) |
| Removed | Interact in Spanish using simple phrases and expressions, recognising how language reflects cultural practices  [Key concepts: communication, difference, respect; Key processes: noticing, comparing, reflecting (ACLSPC136) |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures  AC9LS4C02 | Refined | Participate in collaborative tasks and experiences such as creating and presenting a display or performance and following procedures and instructions  [Key concept: collaboration; Key processes: contributing, exchanging] (ACLSPC128) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| Version 9.0 | Action taken | Version 8.4 |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts  AC9LS4C03 | Combined  Refined | Gather and share information from peers and from texts relating to the Spanish-speaking world and to areas such as home, school, routines, responsibilities and interests  [Key concepts: routine, events; Key processes: identifying, recording, questioning] (ACLSPC130)  Read, view and listen to stories, children’s television programs and songs and make simple statements about characters, themes and reactions  [Key concepts: character, plot; Key processes: comparing, responding, experimenting] (ACLSPC132) |
| develop strategies to comprehend and adjust Spanish language in familiar contexts to convey cultural meaning  AC9LS4C04 | New |  |

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| Version 9.0 Sub-strand: Creating text in Spanish | | |
| Version 9.0 | Action taken | Version 8.4 |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions  AC9LS4C05 | Combined  Refined | Present information about personal or shared interests or experiences, using simple descriptive language and supporting resources such as tables, lists and images  [Key concepts: experience, representation, culture; Key processes: describing, presenting] (ACLSPC131)  Create short imaginative texts such as dialogues and stories using modelled language  [Key concept: imagination; Key processes: experimenting, performing, creating] (ACLSPC133) |
|  | Removed | Create bilingual texts such as action games, songs, stories or photo captions, and identify and discuss aspects of culture represented in the texts  [Key concepts: similarities, differences; Key processes: comparing, explaining] (ACLSPC135) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| Version 9.0 | Action taken | Version 8.4 |
| recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Spanish to form words and phrases  AC9LS4U01 | Refined | Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements  [Key concepts: intonation, spelling, accent; Key processes: discriminating sounds, recognising words] (ACLSPU138) |
| recognise Spanish language conventions, grammatical structures and basic syntax in familiar texts and contexts  AC9LS4U02 | Refined | Notice and apply elements of Spanish grammar such as gender, singular/plural forms, adjectives, adverbs, verb forms, pronouns and prepositions in simple spoken, written and digital texts  [Key concepts: grammatical rules, patterns of language, gender; Key processes: recognising, applying] (ACLSPU139) |
| recognise familiar Spanish language features and compare with those of English, in known contexts  AC9LS4U03 | New |  |
| Removed | Compare and explain simple texts or expressions in both Spanish and English, such as street signs, advertisements, sayings and greetings  Key concepts: gist, meaning; Key processes: matching, translating, comparing] (ACLSPC134) |
| Removed | Recognise that texts such as stories, emails and dialogues have particular characteristic features, and notice similarities and differences between some Spanish and English versions  [Key concepts: language features, structure; Key processes: observing, comparing] (ACLSPU140) |
| Removed | Understand that language use varies according to the age and relationship of participants  [Key concepts: register, status; Key processes: observing, explaining] (ACLSPC141) |
|  | Removed | Recognise that languages change with use over time and according to context  [Key concepts: influence, change, exchange; Key processes: identifying, classifying, comparing] (ACLSPC142) |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| identify connections between Spanish language and cultural practices  AC9LS4U04 | Refined | Discuss examples of ways in which the cultures of Spanish speakers influence everyday interactions such as expressions of respect and affection  [Key concepts: culture as process and practice, values; Key processes: noticing, comparing, connecting] (ACLSPC144) |
| Removed | Explore own sense of identity, for example, by discussing membership of groups such as a club, a country or a language-speaking community, and how these elements of identity are reflected in language use  [Key concepts: belonging, membership; Key processes: describing, representing] (ACLSPC137) |
|  | Removed | Identify the variety of languages represented in the school, local community and general Australian population  [Key concepts: community, diversity; Key processes: mapping, grouping] (ACLSPC143) |

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| Years 5–6 | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 6, students initiate and use strategies to maintain interactions in Spanish language 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 that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Spanish or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.  Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Spanish. They compare language structures and features in Spanish and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. | By the end of Year 6, students use written and spoken Spanish for classroom interactions, to carry out transactions and to share information about personal interests, relate experiences and express feelings. They use modelled sentence structures to ask and respond to questions (for example, ¿*quién?/¿quiénes?, ¿por qué?¿por dónde? sí, por supuesto*), seek clarification (for example, *¿Ella dice que apaguemos la computadora?*) and give advice (for example, *No debes comer tantos dulces*). When interacting, students use appropriate pronunciation of Spanish-specific sounds such as *ci/ca* and *ga/gi*, and intonation patterns. They gather information relating to language and culture and present it in different formats. They describe characters, experiences and ideas encountered in texts, and create short imaginative texts using structured models and descriptive and expressive vocabulary (*divertido, alto, gordo, grande*). They use regular and common irregular verbs in present tense (for example, *estudio español, voy a mi casa*), simple past tense (for example, *Ayer comí helado, Fueron a la cafetería*) and near future (for example, *Voy a ir a la playa, Vamos a comer frutas*). Students use pronouns (for example, *él/ella nosotros/as ellos/ellas, usted/ustedes/ vosotros/as*), prepositions (for example*, debajo de, por, al lado de, cerca de*), adverbs (for example, *muy, poco, bien, mal, lentamente*), agreement of nouns and adjectives (for example, *gente simpática, juegos divertidos*), and adverbs to mark time (for example, *hoy, ayer, mañana, ya, todavía*) and place (for example, *dentro de, encima de, a la izquierda, a la derecha*). They apply rules of punctuation such as question and exclamation marks (for example, *¿cuándo?, ¡cuidado!*) and accents (for example, *sofá, árbol, música*). They translate and interpret short texts, identifying aspects of the Spanish language and culture that are similar or different to their own and create bilingual texts for the classroom and school community. They describe their own experiences of using Spanish and identify ways in which learning and using Spanish may impact on their own identity.  Students know that Spanish has its own rules for pronunciation and grammar and that language use must be adjusted to suit different contexts, situations and relationships (for example, *¡Hasta pronto Doña Clara! ¡Adiós chicos!*). They use metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with such as ‘verb’, ‘adverb’, ‘noun’ and ‘agreement’. Students identify Spanish as a global language and describe the distribution of communities of Spanish speakers in different countries and regions. They identify ways that languages change through contact with other languages and due to new technologies, and give examples of Spanish words used in English (for example, ‘patio’, ‘chocolate’) and words used in Spanish that are borrowed from other languages (for example, *chofer, carné, tenis, goLS, corner, kiwi, parking, gol, tiquet, chao*). They reflect on the language they use at home, at school and in the community and identify how young Spanish speakers would use language in the same contexts. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Spanish | | |
| Version 9.0 Sub-strand: Interacting in Spanish | | |
| Version 9.0 | Action taken | Version 8.4 |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal world and school environment  AC9LS6C01 | Combined  Refined | Interact using descriptive and expressive language to share interests, special celebrations and leisure activities, and to express feelings, state preferences and give opinions  [Key concepts: friendship, leisure, interests; Key processes: expressing, sharing, comparing] (ACLSPC145)  Interact in class activities and routines by asking and responding to questions, asking for clarification and making suggestions  [Key concepts: routine, responsibility; Key processes: participating, sharing, taking turns] (ACLSPC147) |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9LS6C02 | Refined | Collaborate with peers to plan and conduct different elements of shared tasks, transactions or activities  [Key concept: cooperation; Key processes: planning, participating, making, transacting] (ACLSPC146) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| Version 9.0 | Action taken | Version 8.4 |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose  AC9LS6C03 | Combined  Refined | Listen to, view and read texts in order to identify aspects of life in Spanish-speaking contexts and communities  [Key concepts: lifestyle, diversity; Key processes: collating, connecting, comparing] (ACLSPC148)  Present information about aspects of language and culture in the Spanish-speaking world for specific audiences, using diagrams, charts, timelines and guided reports  [Key concepts: lifestyle, people, places; Key processes: organising, informing] (ACLSPC149) |
| Removed | Share and compare understandings and opinions about ideas encountered in imaginative Spanish-language texts such as works of art, fables, performances and television programs  [Key concepts: plot, idea, moral; Key processes: adapting, comparing, responding] (ACLSPC150) |
| apply strategies to interpret and convey meaning in Spanish language in familiar non-verbal, spoken and written cultural contexts  AC9LS6C04 | Refined | Translate simple texts that provide comparisons between cultural aspects of meaning-making in Spanish and English and note how language cannot always be directly translated  [Key concept: meaning; Key processes: translating, comparing, explaining] (ACLSPC152) |

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| Version 9.0 Sub-strand: Creating text in Spanish | | |
| Version 9.0 | Action taken | Version 8.4 |
| create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type  AC9LS6C05 | Refined | Produce a variety of texts such as scripted performances, raps and digital stories using imaginary characters, places, ideas and events  [Key concepts: imagination, drama; Key processes: performing, representing] (ACLSPC151) |
| Removed | Create own bilingual texts and learning resources, such as displays, posters, word banks and glossaries for the classroom/school environment  [Key concepts: translation, explanation; Key processes: identifying, selecting, modifying] (ACLSPC153) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| Version 9.0 | Action taken | Version 8.4 |
| apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases  AC9LS6U01 | Refined  Split | Attend to the pronunciation of sounds and intonation patterns used in social interactions  [Key concepts: auditory discrimination, stress, intonation, punctuation; Key processes: listening, reading, recognizing] (ACLSPU156) |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions  AC9LS6U02 | Combined  Refined  Split | apply writing conventions such as question and exclamation marks  [Key concepts: auditory discrimination, stress, intonation, punctuation; Key processes: listening, reading, recognizing] (ACLSPU156)  Understand and use grammatical elements such as tenses, pronouns, prepositions, conjunctions, adverbs and noun-adjective agreements to construct simple texts for different purposes  [Key concepts: grammatical rules, patterns and irregularities; Key processes: applying rules, understanding, vocabulary building] (ACLSPU157) |
| Removed | Identify how different Spanish texts such as comics, cartoons, magazines or emails use language in ways that create different effects  [Key concepts: genre, structure, audience; Key processes: noticing, explaining] (ACLSPU158) |
| Removed | Understand that the Spanish language constantly changes due to contact with other languages and the impact of new technologies  [Key concepts: language contact, digital media; Key processes: observing, identifying, classifying (ACLSPU160) |
| compare some Spanish language structures and features with those of English, using some familiar metalanguage  AC9LS6U03 | New |  |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication  AC9LS6U04 | New |  |
| Removed | Compare ways of communicating in particular Australian and Spanish-speaking contexts  [Key concepts: diversity, reaction; Key processes: observing, considering, reflecting,] (ACLSPC154) |
| Removed | Discuss how it feels to interact in a different language, what they understand by ‘identity’, and whether learning Spanish has any effect on their sense of self  [Key concept: intracultural understanding; Key processes: identifying, describing] (ACLSPC155) |
| Removed | Recognise that language use varies according to the contexts of situation and culture  [Key concepts: levels of formality, language, identity, variation; Key processes: observing, comparing] (ACLSPU159) |
| Removed | Recognise that the Spanish language has different forms, roles and functions in different contexts and communities  [Key concepts: diversity, language origins; Key processes: mapping, comparing, discussing] (ACLSPU161) |
| Removed | Reflect on own language use at home, at school and in the community, considering how this may be interpreted by young Spanish speakers  [Key concepts: norms, standpoints; Key processes: observing, reflecting, comparing] (ACLSPU162) |

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| Years 7–8 (F–10) | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 8, students initiate and maintain interactions in Spanish language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Spanish to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.  Students apply the conventions of spoken Spanish to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Spanish text, using 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. | By the end of Year 8, students use written and spoken Spanish for classroom interactions, to carry out transactions and to exchange views and experiences with peers and others in a range of contexts. They use rehearsed and spontaneous language to give and follow instructions and engage in discussions, such as expressing or rejecting points of view (for example, *¿Estás de acuerdo?, verdadero/falso, ¿qué te parece?, ¿cuándo?, ¿cómo?, ¿por qué?*). They apply appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types (for example, *¿Nos vamos?, ¡Nos vamos!, Pasó por aquí/Paso por aquí*), and use interrogative and imperative moods (for example, *¿Has comido? ¡Abre la puerta!*). They locate, summarise and analyse information and ideas on topics of interest from a range of texts, and communicate information, different perspectives and their own opinions such as *a mí me parece…*, using different modes of presentation. They describe their responses to different imaginative texts by expressing opinions (for example, *en mi opinión, personalmente yo prefiero, estoy de acuerdo*), stating preferences (for example, *después de pensarlo, yo…, prefiero más bien...es buena/mala idea*), and comparing ways in which people, places and experiences are represented (for example, *mejor que… peor que….más... menos*). They draw on past experiences or future possibilities to create imaginative texts using regular (for example, *caminar, beber, vivir*) and irregular verbs (for example, *estar, tener, ir*) in a range of tenses including present (*vivo*), present perfect (*he vivido*), preterite (*viví*), imperfect (*vivía*) and future (*viviré*). They use descriptive vocabulary, such as numbers, adjectives (for example, *generoso, simpático, listo, amistoso, azul, rosa, café*) and adverbs (for example, *generalmente, raramente, nunca*), to extend and elaborate their texts. They use cohesive devices such as *y, o, porque, cuando, por eso, pero, puesto que, debido a, y, pues, para* and prepositions such as *antes del atardecer, dentro de la casa* in own language production to create cohesion. Students translate texts on familiar topics and produce texts in Spanish and English, comparing their different versions and considering possible explanations for variations. When participating in intercultural experiences they identify similarities and differences in language use and cultural expression. They identify significant people, places, events and influences in their lives and explain why these are important to their own sense of identity.  Students know that in Spanish there are words that are spelled and pronounced the same but that have different meanings, such as *pila* (pile or battery), and that a word often takes on a different meaning when an accent is added, for example, *papá* (‘father’) and *papa* (‘potato’), and the definite article *el* and pronoun *él* (‘he’ or ‘him’). They use metalanguage to explain features of language, texts and grammar and to identify how text structures and language features vary between different types of texts. Students explain how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships. They identify how Spanish both influences and is influenced by other languages and is spoken in a variety of forms in communities around the world. They explain why meanings and reactions vary according to the cultural assumptions that people bring to intercultural experiences and interactions. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Spanish | | |
| Version 9.0 Sub-strand: Interacting in Spanish | | |
| Version 9.0 | Action taken | Version 8.4 |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9LS8C01 | Combined  Refined | Participate in a range of spoken, written and online interactions, for example, exchanging views and experiences, apologising, thanking, inviting or congratulating  [Key concepts: relationship, experience, milestone, community; Key processes: experiencing, responding, connecting] (ACLSPC163)  Engage in class activities and discussions through asking and responding to open-ended questions, and expressing or rejecting points of view  [Key concepts: values, negotiation, classroom culture; Key processes: inviting, eliciting, explaining] (ACLSPC165) |
| Removed | Examine how elements of communication, including gestures, facial expressions and use of silence, vary according to context, situation and relationships across languages and cultures  [Key concepts: body language, personal space, status; Key processes: observing, comparing, analysing] (ACLSPU177) |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events  AC9LS8C02 | Refined | Engage in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and transacting  [Key concepts: event, experience; Key processes: negotiating, transacting, inviting] (ACLSPC164) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| Version 9.0 | Action taken | Version 8.4 |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LS8C03 | Combined  Refined | Analyse and summarise key ideas and information from a variety of texts on a range of topics  [Key concepts: data, event; Key processes: researching, analysing, summarising] (ACLSPC166)  Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences  [Key concepts: perspective, youth issues; Key processes: reporting, managing information] (ACLSPC167) |
| Removed | Respond to a variety of imaginative texts by expressing opinions and comparing the ways in which people, places and experiences are represented  [Key concepts: fact, fiction, humour; Key processes: comparing, responding, expressing] (ACLSPC168) |
| interpret and adjust non-verbal, spoken and written language to convey meaning in Spanish language in familiar and some unfamiliar cultural contexts  AC9LS8C04 | New |  |
| Removed | Translate and interpret a range of texts, compare own version with others’ and discuss reasons for any variations  [Key concepts: equivalence, culture; Key processes: translating, interpreting, comparing] (ACLSPC170) |

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| Version 9.0 Sub-strand: Creating text in Spanish | | |
| Version 9.0 | Action taken | Version 8.4 |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context  AC9LS8C05 | New |  |
| Removed | Create texts about imagined characters, contexts and experiences to engage and entertain others  [Key concepts: amusement, entertainment; Key processes: describing, expressing feelings, entertaining] (ACLSPC169) |
| Removed | Produce short bilingual texts such as digital stories, comics and blogs, and discuss how language reflects culture  [Key concept: interpretation; Key processes: comparing, explaining, experimenting] (ACLSPC171) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| Version 9.0 | Action taken | Version 8.4 |
| apply knowledge of conventions of spoken Spanish to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  AC9LS8U01 | Refined  Split | Develop more consistent control of the rhythms and intonation of spoken Spanish and of the features of the writing system  [Key concepts: pitch, stress, rhythm, intonation; Key process: noticing emphasis]  (ACLSPU174) |
| apply understanding of grammatical structures and expressions to compose and respond to texts  AC9LS8U02 | Refined  Split | Develop more consistent control of the features of the writing system  [Key concepts: pitch, stress, rhythm, intonation; Key process: noticing emphasis] (ACLSPU174)  Understand and control grammatical structures such as different forms of the past tense, regular and irregular verbs, interrogative and imperative moods, and conjunctions in a range of familiar types of texts  [Key concepts: parts of speech, tense, mood; Key processes: analysing, categorising, distinguishing] (ACLSPU175) |
| Removed | Analyse the structure and organisation of a range of texts, particularly those related to social and informative media, for example, blogs, advertisements and text messages  [Key concepts: register, comparison; Key process: analysing] (ACLSPU176) |
| reflect on similarities and differences between Spanish and English language structures and features, using metalanguage  AC9LS8U03 | New |  |
| Removed | Understand the dynamic nature of languages  [Key concepts: change, influence, evolution, globalisation; Key processes: observing, reflecting, explaining] (ACLSPU178) |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes  AC9LS8U04 | New |  |
|  | Removed | Reflect on intercultural communication, commenting on perceived similarities and differences in language used and on aspects of culture  [Key concepts: similarity, difference, assumption; Key processes: monitoring, reflecting, questioning] (ACLSPC172) |
| Removed | Identify significant people, places, events and influences in own and others’ lives and explain why they are important to their sense of identity  [Key concepts: biography, community; Key processes: analysing, reflecting] (ACLSPC173) |
| Removed | Investigate the nature and extent of Spanish language use in both Australian and global contexts  [Key concepts: community, arts, cuisine; Key processes: researching, analysing, classifying] (ACLSPU179) |
| Removed | Reflect on how cultural values and ideas are embedded in language and influence intercultural interactions and experiences  [Key concepts: interpretation, cultural expression; Key processes: reflecting, comparing, analysing] (ACLSPU180) |

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| Years 9–10 (F–10) | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 10, students contribute to and extend interactions in Spanish language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.  Students incorporate the features and conventions of spoken Spanish to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Spanish texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Spanish, to evaluate how this learning influences their ideas and ways of communicating. | By the end of Year 10, students use written and spoken Spanish to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. They use language spontaneously to offer opinions on social issues and to discuss young people’s interests, behaviours and values across cultural contexts. They justify opinions such as *No creo que sea la mejor manera de resolver…, Estoy en contra de esa idea porque…*, evaluate perspectives and reflect on their own language learning. They collaboratively plan and organise events and manage diverse views by using the subjunctive mood to express emotion and doubt and give negative commands (for example; *Siento que no puedas ir a La Habana, Es posible que compre un reproductor MP3, No pienso que sea … Siento que estés enfermo … ¡No grites tanto!*), the imperative mood for commands (for example*, Hazlo bien, Toma el jugo/zumo, Escríbeme, Llámala …*), and passive voice when appropriate (for example, *se cometieron errores*). Students locate, analyse, synthesise and evaluate ideas and information on local and global issues from a range of perspectives and sources. They present information using different modes of presentation to suit different audiences and to achieve different purposes. They select appropriate nouns and adjectives to describe values and attitudes identified in different imaginative texts, such as *Ese joven no sirve para nada / Es un joven valiente, Ellos son ilegales / Ellos son los refugiados*. They produce a variety of imaginative texts that reflect ideas, attitudes or values associated with Spanish-speaking communities, applying knowledge of the imperfect (for example, *Cuando era joven vivíamos en Bogotá, Vivía en Granada cuando Pedro se graduó*) and conditional tenses (for example, *Valdría la pena ver los murales de Diego Rivera*). They use grammatical elements such as reflexive verbs (for example, *acostarse, cepillarse*) and relative pronouns (for example, *el amigo que visitamos*), and use cohesive devices (for example, *sin embargo, por eso, pero*) to link and extend ideas, and time markers such as *al día siguiente, después de…, más tarde…* for sequencing. When translating Spanish, students identify cultural perspectives and explain how they have been represented. They create bilingual texts that reflect aspects of language and culture for both English-speaking and Spanish-speaking audiences. They contribute to mutual understanding when participating in intercultural experiences, and explain how family and cultural traditions shape people’s sense of identity.  Students identify connections between the variety of other languages used in different communities in the Spanish-speaking world and explain some of the variations in Spanish, such as the pronunciation of the letters *c, s* and *z*, and different ways of pronouncing *ll* and *y*. They use appropriate metalanguage to explain grammatical features such as word order, tenses and subjunctive mood and the purpose and features of different texts, such as informative and persuasive texts. Students analyse the influence of language on peoples’ actions, values and beliefs, including its capacity to include and exclude. They explain ways in which language and culture are interrelated and influence each other. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Spanish | | |
| Version 9.0 Sub-strand: Interacting in Spanish | | |
| Version 9.0 | Action taken | Version 8.4 |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others  AC9LS10C01 | Combined  Refined | Discuss and compare young people’s interests, behaviours and values across cultural contexts  [Key concepts: social change, youth culture, communication, memory; Key processes: discussing, responding, building connections] (ACLSPU181)  Engage in class discussions and debates, justifying opinions, evaluating perspectives and reflecting on own language learning  [Key concepts: perspectives, standpoint, representation; Key processes: debating, persuading, justifying, explaining] (ACLSPU183) |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  AC9LS10C02 | Refined | Engage in shared activities such as planning and organising events by contributing ideas, opinions and suggestions and managing diverse views  [Key concepts: perspectives, change; Key processes: planning, debating, persuading] (ACLSPU182) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| Version 9.0 | Action taken | Version 8.4 |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LS10C03 | Combined  Refined | Analyse, synthesise and evaluate ideas and information from multiple sources on a range of local and global issues  [Key concepts: environment, standpoint, representation; Key processes: analysing, synthesising, evaluating perspectives] (ACLSPU184)  Convey information on a range of issues using different modes of presentation to suit different audiences  [Key concepts: perspective, society, environment; Key processes: constructing, reporting, persuading] (ACLSPU185)  Engage with and review creative texts, identifying and explaining cultural attitudes and key messages  [Key concepts: relationship, perspective, values; Key processes: analysing, evaluating, reviewing] (ACLSPU186) |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LS10C04 | New |  |
|  | Removed | Translate both Spanish and English texts, and discuss cultural and other dimensions of the process  [Key concepts: culture, text, context; Key processes: evaluating, translating, comparing] (ACLSPU188) |

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| Version 9.0 Sub-strand: Creating text in Spanish | | |
| Version 9.0 | Action taken | Version 8.4 |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences  AC9LS10C05 | New |  |
| Removed | Produce a variety of imaginative texts to express ideas, attitudes and values for a range of audiences  [Key concepts: values, emotion, entertainment; Key processes: expressing, adapting, considering impact] (ACLSPU187) |
| Removed | Create bilingual texts that interpret aspects of Australian language and culture for Spanish-speaking audiences  [Key concept: bilinguality; Key processes: adjusting, interpreting, reflecting] (ACLSPU189) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| Version 9.0 | Action taken | Version 8.4 |
| apply features and conventions of spoken Spanish to extend fluency in responding to and creating texts in familiar and unfamiliar contexts  AC9LS10U01 | Refined | Recognise that pronunciation, intonation, rhythm and pace assist in fluency and in meaning-making in spoken interactions  [Key concepts: expression, fluency, accents; Key processes: discriminating, emphasising] (ACLSPU192) |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas  AC9LS10U02 | Refined | Apply complex grammatical rules such as those relating to reflexive verbs and subjunctive and conditional moods, and use cohesive devices to link and extend ideas in own spoken and written texts  [Key concepts: grammatical analysis, metalanguage; Key processes: analysing, manipulating] (ACLSPU193) |
| reflect on and evaluate Spanish texts, using metalanguage to analyse language structures and features  AC9LS10U03 | Refined | Discuss the purpose and features of a range of texts, such as informative, argumentative or persuasive texts, using appropriate metalanguage to identify and describe characteristics  [Key concepts: textual features, stylistic devices, perspective; Key processes: analysing, correlating] (ACLSPU194) |
| Removed | Analyse how language use in both spoken and written modes varies according to the geographical location and cultural profile of Spanish-speaking communities  [Key concepts: variation, diversity; Key processes: analysing language, comparing, explaining] (ACLSPU195) |

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| **Version 9.0 Sub-strand: Understanding the interrelationship of language and culture** | | |
| **Version 9.0** | **Action taken** | **Version 8.4** |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LS10U04 | Combined  Refined | Understand and analyse the power of language to influence people, actions, values and beliefs  [Key concepts: power, influence; Key processes: reflecting, connecting, critical analysis] (ACLSPU196)  Understand and describe ways in which language and culture are interrelated and influence each other.  [Key concepts: culture, language, meaning, interdependence; Key processes: discussing, reflecting, comparing] (ACLSPU198) |
| Removed | Participate in intercultural experiences, reflecting on own ways of communicating and considering how intercultural communication involves shared responsibility for meaning-making  [Key concept: mutual understanding; Key processes: making connections, questioning assumptions, adapting, adjusting] (ACLSPC190) |
| Removed | Explore and compare cultural traditions in both the Spanish-speaking world and their own cultural contexts, considering how these influence identity  [Key concepts: identity, culture, worldview; Key processes: comparing, explaining] (ACLSPC191) |
| Removed | Investigate the variety of languages used in different communities in the Spanish-speaking world, for example, Mapudungun, Basque/Euskera and Náhuatl  [Key concepts: diversity, status, recognition; Key processes: researching, analysing, discussing] (ACLSPU197) |

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| Years 7–8 (Year 7 entry) | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 8, students use Spanish language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Spanish or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.  Students approximate Spanish sound patterns, intonation and rhythms, and demonstrate understanding that Spanish has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Spanish and English language structures and features, using metalanguage. They demonstrate awareness that the Spanish language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. | By the end of Year 8, students share information about their personal worlds, including personal details, family, friends, leisure activities, likes and dislikes, for example*, Hola amigo, ¿Cómo estás? Me gusta tocar la guitarra, No me gusta comer carne.* They interact with one another in shared activities, negotiations, games and events, using modelled language to ask and respond to familiar questions, give and respond to instructions (for example, *Haz click sobre la imagen del monumento. Escoge la palabra correcta*), request help or permission (for example, *¿Me puede ayudar…?, ¿Cómo se dice… en español? ¿Puedo ir a beber agua? ¿Salimos al recreo ya?*), and express opinions (for example, *Creo que… ¡Qué sorpresa!*). When interacting, students approximate Spanish sounds and use intonation to distinguish between statements (for example, *Juan estudia español*), questions (for example, *¿Cómo se dice …?*), exclamations (for example, *Juan, ¡estudia español!*) and requests (for example, *¿me das un chocolate?*). They obtain factual information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. They describe characters, experiences and ideas using high-frequency vocabulary, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions. When constructing sentences, students apply gender and number agreement to definite and indefinite articles, nouns and adjectives (for example, *la luna clara, los bolsos rojos, un amigo español, unas estudiantes extranjeras*). Students apply grammatical rules in relation to conjugation of verbs (for example, *La bicicleta roja tiene un cesto negro, Tenemos los libros de lectura amarillos*), and use the two verbs for ‘to be’ (*ser* and *estar*) in modelled examples (for example, *Eres española/Estás en Australia, Soy alto y delgado/Estoy en año 8*). They apply Spanish writing conventions such as inverted question and exclamation marks such as *¡No me digas!* They work in Spanish and English to translate texts, and create simple bilingual texts. They describe their own experiences of using Spanish and explain how aspects of their identity influence their intercultural exchanges.  Students identify and apply rules for pronunciation and grammar and use metalanguage in Spanish to explain basic features of language, texts and grammar, making connections with terms such as ‘verb’, ‘adjective’, noun’ and ‘agreement’ that are used in English learning, and incorporating concepts such as grammatical gender. They identify the need to adjust language to suit different situations and relationships (for example, *¡Hasta pronto Doña Clara!*). Students describe the distribution of communities of Spanish speakers in different countries and regions and know that Spanish is spoken in a variety of forms in different communities. They identify how languages and cultures change through contact, and give examples of Spanish words used in English such as ‘patio’, ‘chocolate’ and words used in Spanish that are borrowed from other languages such as *shopping, tiquet*. They identify cultural aspects of language use that are reflected in everyday interactions such as emailing, text messaging, gift-giving and apologising (for example, *Lo siento mucho Don Pedro*). |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Spanish | | |
| Version 9.0 Sub-strand: Interacting in Spanish | | |
| Version 9.0 | Action taken | Version 8.4 |
| interact with others using modelled language to exchange information in familiar contexts about self and personal world  AC9LS8EC01 | Refined | Interact with teacher and peers to exchange information about self, family, friends and leisure activities, and to express feelings, likes and dislikes  [Key concepts: friendship, family, home, leisure; Key processes: interacting, exchanging, describing] (ACLSPC001) |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests  AC9LS8EC02 | Refined | Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating  [Key concepts: negotiation, transaction, rules; Key processes: planning, giving and following instructions] (ACLSPC002) |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment  AC9LS8EC03 | Refined | Participate in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions  [Key concepts: roles, routines; Key processes: questioning, interacting] (ACLSPC003) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| Version 9.0 | Action taken | Version 8.4 |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience  AC9LS8EC04 | Combined  Refined | Obtain factual information from a range of spoken, written and digital texts, identify key points and use the information in new ways  [Key concepts: diversity, concepts from other learning areas; Key processes: locating, comprehending, classifying] (ALSPC004)  Present information on selected topics in spoken, written and digital forms  [Key concepts: community, traditions, environment; Key processes: describing, informing, presenting] (ALSPC005)  Engage with imaginative and creative texts such as narratives, poems, songs, films or comics, comparing favourite elements and discussing characters, events and ideas  [Key concepts: imagination, character, expression; Key processes: participating, responding, recounting] (ALSPC006) |
| develop and begin to apply strategies to interpret, translate and convey meaning in Spanish in familiar contexts  AC9LS8EC05 | New |  |
| Removed | Translate and compare simple texts such as public signs, menus and advertisements in Spanish and English, noticing that it is not always possible to translate word for word  [Key concepts: equivalence, meaning; Key processes: translating, interpreting, comparing] (ALSPC008) |

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| Version 9.0 Sub-strand: Creating text in Spanish | | |
| Version 9.0 | Action taken | Version 8.4 |
| create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions  AC9LS8EC06 | New |  |
| Removed | Create short imaginative texts such as cartoons, raps and stories to communicate own ideas, experiences and emotions  [Key concepts: performance, emotion, expression, imagination; Key processes: creating, expressing, connecting, imagining] (ACLSPC007) |
| Removed | Create simple bilingual texts such as learning resources, online announcements, games and displays for use in the classroom, school or wider community  [Key concepts; audience, suitability; Key processes: interpreting, comparing] (ACLSPC009) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| Version 9.0 | Action taken | Version 8.4 |
| recognise and use features of the Spanish sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts  AC9LS8EU01 | Refined  Split | Notice the role and importance of pronunciation and intonation in Spanish, for example, to distinguish between statements, questions and exclamations, and understand Spanish writing conventions such as inverted question marks at the start of questions  [Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud] (ACLSPU012) |
| develop knowledge of, and use structures and features of, the Spanish grammatical and writing systems to understand and create spoken, written and multimodal texts  AC9LS8EU02 | Combined  Refined  Split | Understand Spanish writing conventions such as inverted question marks at the start of questions  [Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud] (ACLSPU012)  Understand and use the main elements of the Spanish grammatical system, including definite and indefinite articles, gender and number agreement, present tense of regular and common irregular verbs, and simple sentence construction, paying attention to word order  [Key concepts: syntax, word order, gender, number, agreement; Key processes: noticing, applying, explaining] (ACLSPU013) |
| Removed | Recognise and describe features of familiar types of texts, and notice how these contribute to the making of meaning  [Key concepts: text conventions, genre; Key processes: noticing, analysing, comparing] (ACLSPU014) |
|  | Removed | Understand that Spanish, like all languages, is used in different ways according to roles, relationships and social and cultural contexts  [Key concepts: register, status, variation; Key processes: noticing, analysing, explaining] (ACLSPU015) |
| Removed | Understand the dynamic nature of languages  [Key concepts: language contact, word borrowing, globalisation, dynamism; Key processes: observing, identifying, discussing] (ACLSPU016) |
| compare Spanish language structures and features with English, using familiar metalanguage  AC9LS8EU03 | New |  |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  AC9LS8EU04 | Refined | Recognise the interconnected relationship between language and culture  [Key concepts: interdependence, perspectives, cultural practices; Key processes: analysing, making connections, explaining] (ACLSPU018) |
| Removed | Notice while participating in intercultural activities that interaction involves culture as well as language  [Key concepts: norms, assumptions, values; Key processes: noting, reflecting, responding] (ACLSPC010) |
| Removed | Consider how aspects of identity such as family background, age and interests impact on intercultural exchange  [Key concepts: self, profile; Key processes: noticing, reflecting, comparing] (ACLSPC011) |
| Removed | Recognise that Spanish is a global language that is spoken in a variety of forms in different communities around the world, including Australia  [Key concepts: diversity, regional variation, accents, global language; Key processes: mapping, comparing, distinguishing] (ACLSPU017) |

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| Years 9–10 (Year 7 entry) | |
| Achievement standard | |
| Version 9.0 | Version 8.4 |
| By the end of Year 10, students initiate and sustain Spanish language to exchange and compare ideas and experiences about their own and others’ personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Spanish or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Spanish to create texts.  Students apply features of the Spanish sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Spanish, to discuss how this learning influences their ideas and ways of communicating. | By the end of Year 10, students interact in written and spoken Spanish to communicate about personal experiences, relationships and aspirations, and broader local and global issues such as the environment, social media and tourism, including issues that pertain to Spanish-speaking countries. Learners interact with peers to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language and appropriate protocols (for example, *Perdona, pero no estoy de acuerdo contigo porque …, me parece mejor … ¿qué os parece si…?*) to express and compare opinions, share perspectives, and express agreement or disagreement (for example, *Me parece que…, ¿qué les parece?, Que buena idea, me opongo*). They apply rules of pronunciation, stress and intonation to a range of sentence types. They locate, summarise and analyse information from a range of texts, and communicate different perspectives and information in a range of contexts using different modes of presentation. They respond to and create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts using appropriate Spanish writing conventions. They use grammatical elements including present, imperfect, past and future tenses, reflexive verbs, and the subjunctive mood to express emotion (for example, *Como chocolate todos los días, Fui al parque ayer, Salíamos a bailar los fines de semana, Estudiaré informática en la universidad*). They use appropriate forms of possessive adjectives in own language production, as well as cohesive devices and prepositions to create cohesion and interest. They use relative pronouns (for example, *El programa que miraba era cómico*), relative clauses (for example, *Mi amigo chileno me ha dicho que quiere venir con nosotras al cine*) and adverbial phrases (for example, *a la derecha, con frecuencia*) to extend and elaborate their written texts. They work in Spanish and English to translate and create bilingual texts, explaining words or expressions that are culturally specific such as *tapas, adobe, vaquero, Vive en el quinto pino, … más largo que un día sin pan*. They describe their own reactions in intercultural exchanges and explain how their own assumptions and identity influence their language use.  Students identify differences in accent and pronunciation across the Spanish-speaking world, such as the use *ceceo* and *seseo* in different regions and countries. They use metalanguage to explain features of language (formal and informal language) and grammar (for example, *las formas negativas, el futuro próximo con el verbo ir, masculino, femenino*, singular, plural), and for reflecting on the experience of Spanish language and culture learning. They identify relationships between parts of words (prefixes and suffixes) and stems of words (for example, *desagradable, la camioneta, la reconciliación*), and how word patterns connect words in semantic families (for example, *mercado, mercancía, feliz, felicidad, felicitaciones*). They analyse the textual features of a range of texts in different modes and identify how these shape responses and influence meaning. They give examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences. Students describe changes in the role of Spanish as a global language and explain how language both influences and reflects culture. They know that Spanish is co-official with many other languages in a range of countries, such as Guaraní in Paraguay; Quechua in Bolivia, Ecuador and Peru; and Basque/Euskera, Catalan and Galician in Spain. They explain how meanings and interpretations vary according to the cultural assumptions that people bring to interactions, and consider how learning a second language provides the opportunity to view oneself from the perspectives of others. |

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| Content descriptions | | |
| Version 9.0 Strand: Communicating meaning in Spanish | | |
| Version 9.0 Sub-strand: Interacting in Spanish | | |
| Version 9.0 | Action taken | Version 8.4 |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal world  AC9LS10EC01 | Refined | Socialise and exchange and compare ideas and opinions in relation to issues relevant to their own lives and interests, such as relationships, events and aspirations  [Key concepts: friendship, relationships, values, youth culture; Key processes: interacting, comparing, responding] (ACLSPC019) |
| use Spanish language in exchanges to question, offer opinions and compare and discuss ideas  AC9LS10EC02 | Refined  Split | Plan and evaluate collaborative activities and tasks that involve expressing and comparing opinions  [Key concepts: community, responsibility; Key processes: expressing, representing, discussing] (ACLSPC021) |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  AC9LS10EC03 | Combined  Refined  Split | Negotiate with peers to plan and take action on local and global issues and to engage in different forms of spoken, written and digital transactions  [Key concepts: environment, human rights, fairness; Key processes: discussing, debating, commenting, comparing] (ACLSPC020)  Plan and evaluate collaborative activities and tasks that involve expressing and comparing opinions  [Key concepts: community, responsibility; Key processes: expressing, representing, discussing] (ACLSPC021) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages | | |
| Version 9.0 | Action taken | Version 8.4 |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LS10EC04 | Combined  Refined | Analyse and interpret information, ideas and perspectives obtained from a range of spoken, written and digital texts and present these in new forms  [Key concepts: perspective, representation; Key processes: selecting, analysing, interpreting] (ALSPC022)  Organise and present critical perspectives on information obtained from different sources to a variety of audiences  [Key concepts: audience, perspective, fact, opinion, interconnections; Key processes: constructing, presenting, reporting] (ALSPC023) |
| Removed | Respond to a range of imaginative oral, print and digital texts by interpreting or modifying them to express own ideas and feelings  [Key concept: imagination; Key processes: comparing, connecting, relating] (ALSPC024) |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LS10EC05 | New |  |
| Removed | Translate texts from Spanish into English and vice versa, noticing and explaining words or expressions that are culturally specific and difficult to translate  [Key concepts: equivalence, representation; Key processes: translating, interpreting, comparing, explaining] (ALSPC026) |

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| Version 9.0 Sub-strand: Creating text in Spanish | | |
| Version 9.0 | Action taken | Version 8.4 |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  AC9LS10EC06 | New |  |
| Removed | Express creative ideas and imagined experiences that relate to the cultures of Spanish-speaking communities using a variety of texts  [Key concepts: creativity, adventure, expression; Key processes: creating, expressing, experimenting, entertaining] (ACLSPC025) |
| Removed | Create bilingual texts such as displays, explanatory or promotional material or performances for immediate and virtual environments  [Key concepts: interpretation, bilinguality; Key processes: constructing, composing, explaining] (ACLSPC027) |

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| Version 9.0 Strand: Understanding language and culture | | |
| Version 9.0 Sub-strand: Understanding systems of language | | |
| Version 9.0 | Action taken | Version 8.4 |
| apply features of the Spanish sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts  AC9LS10EU01 | Refined  Split | Recognise and apply rules of Spanish pronunciation, stress and intonation, demonstrating awareness of differences in accent and pronunciation across the Spanish-speaking world  [Key concepts: rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, reproducing] (ACLSPU030) |
| select and use structures and features of the Spanish grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts  AC9LS10EU02 | Combined  Refined  Split | use appropriate writing conventions  [Key concepts: rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, reproducing] (ACLSPU030)  Extend knowledge of and use more complex features and patterns of the Spanish grammatical system, including possessive, demonstrative, object and relative pronouns; comparative and superlative adjectives; irregular verbs in the present tense, compound and simple past tenses, future and conditional tenses; and an introduction to the imperative mood  [Key concepts: tense, mood, modality; Key processes: analysing, classifying, applying, explaining] (ACLSPU031) |
| Removed | Analyse textual features of spoken, written and digital texts and consider how they shape meaning and influence responses  [Key concepts: cohesion, language features, register, tenor; Key processes: analysing, evaluating] (ACLSPU032) |
| Removed | Recognise that Spanish is used in a variety of ways to achieve different purposes in different contexts  [Key concepts: formality, register, context; Key processes: observing, comparing, analysing] (ACLSPU033) |
| reflect on and evaluate Spanish texts, using metalanguage to discuss language structures and features  AC9LS10EU03 | New |  |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture | | |
| Version 9.0 | Action taken | Version 8.4 |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LS10EU04 | Combined  Refined | Consider and discuss the relationship between language, culture and identity  [Key concepts: identity, culture, communication; Key processes: observing, connecting, reflecting, explaining] (ACLSPC029)  Understand the role of language and culture in shaping cultural identity and consider how learning a second language encourages a broadening of perspectives  [Key concepts: culture, meaning, change; Key processes: reflecting, analysing] (ACLSPU036) |
| Removed | Consider own reactions when engaging with Spanish speakers and resources and how these may reflect aspects of own language and culture  [Key concepts: standpoints, intraculturality; Key processes: making connections, questioning assumptions, reflecting] (ACLSPC028) |
| Removed | Examine ongoing changes in Spanish as a language of local and international communication, considering the power of language to both influence and reflect culture  [Key concepts: globalisation, technological change, intercultural contact, popular culture; Key processes: reflecting, analysing, comparing, discussing] (ACLSPU034) |
| Removed | Understand how language diversity reflects local and global variations in social and cultural histories  [Key concepts: regional variation, indigenous languages, power, symbolism; Key processes: exploring issues, identifying, analysing, comparing] (ACLSPU035) |