Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Learning a language provides an opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is not so sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Key Ideas

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The Australian Curriculum: Languages aims to:

- extend the capability to communicate and extend literacy repertoires
- strengthen understandings of language, culture, of, and the processes of communication
- develop intercultural capability
- develop their understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develop understandings of how culture shapes worldviews and extends learners’ understanding of themselves, their own heritage, values, culture and identity
- strengthen intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community’s social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and represents an important recognition and understanding of language, culture, Country and Place. For all students, learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Structure

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:

- first language learner pathway
- revival language learner pathway
- second language learner pathway.

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Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

1) communication
2) analysis of aspects of language and culture
3) reflection that involves
   a) reflecting on experience of communicating
   b) reflection on comparative dimensions of language available in students’ repertoires (for example, the first language in relation to second language and self in relation to others).

Year 7 / 8 Achievement Standard

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, 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, 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, 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, to carry out transactions and to exchange views and experiences with peers and others in a range of contexts.
**Year 7 and 8 Level Description**

**The nature of the learners**
These years represent a transition to secondary school. Students in this sequence are continuing to study Spanish, bringing with them an established capability to interact in different situations, to engage with a variety of texts, and to communicate with some assurance about their immediate world and that of Spain and other Spanish-speaking communities. They have experience in analysing the major features of the language system and in reflecting on the nature of intercultural exchanges in which they are involved.

**Spanish language learning and use**
Spanish is used for classroom interactions and transactions, for creating and maintaining a class dynamic, for explaining and practising language forms, and for developing cultural understanding. Learners work both collaboratively and independently in Spanish, exploring a variety of texts (such as online forums, songstraps, debates and role-plays) with particular reference to their current social, cultural and communicative interests. They share language knowledge and resources in small groups to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original language. They make cross-curricular connections and explore intercultural perspectives and experiences. They plan, draft and present imaginative, informative and persuasive texts; design interactive events and collaborative tasks; and participate in discussions and games. They use vocabulary and grammar with increasing accuracy, drafting and editing to improve structure and clarify meaning.

**Contexts of interaction**
The primary context for learning and using Spanish remains the language classroom; however, there may be increasing opportunities for interaction with peers in a range of Spanish-speaking communities through the use of technologies and social networks, partner-school arrangements and community connections. Learners have access to additional Spanish-language resources through websites, social media and radio streaming.

**Texts and resources**
Learners work with a variety of texts specifically designed for learning Spanish in schools, such as textbooks, videos, readers and online resources. They also access materials created for Spanish-speaking communities, such as films (subtitled), websites, magazines and advertisements, providing opportunities to make connections between texts and cultural contexts, perspectives and experiences.

**Features of Spanish language use**
Learners expand their range of vocabulary beyond their immediate world and familiar experiences. They make clearer distinctions between stress and intonation patterns to increase fluency and enhance expression. They develop broader grammatical knowledge, using present, past and future tenses of regular and irregular verbs to describe and sequence events. They recognise and apply characteristic features of additional types of texts. Learners develop an awareness of the diversity of languages and cultures in the Spanish-speaking world. They analyse more critically and imaginatively the relationship between language and culture, identifying cultural references in texts and considering how language reflects and influences perspectives and values. They make comparisons between their own language(s) and Spanish, and reflect on the complexities involved in moving between languages and cultural systems. They monitor and reflect on their own intercultural experience and capability as language learners, and identify their own personal and community practices that reflect cultural influences.

**Level of support**
Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experience. Learners are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to their experiences in different contexts.

**The role of English**
While Spanish is used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion, English is used for more complex elements of instruction and for more substantive discussion, analysis and reflection. Learners continue to develop a multilanguage for thinking and talking about language, culture and identity and the experience of learning and using Spanish.

**Year 7 and 8 Content Descriptions**

<table>
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<tr>
<th>Communicating</th>
<th>Creating</th>
<th>Understanding</th>
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<tr>
<td>Participate in a range of spoken, written and online interactions, for example, exchanging views and experiences, apoloising, thanking, inviting or congratulating. [Key concepts: relationship, experience, milestone, community, Key processes: experiencing, responding, connecting]</td>
<td>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]</td>
<td>Systems of Language 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]</td>
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<tr>
<td>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]</td>
<td>Create texts about imagined characters, contexts and experiences to engage and entertain others. [Key concepts: amusement, entertainment; Key processes: describing, expressing feelings, entertaining]</td>
<td>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]</td>
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<td>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]</td>
<td>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]</td>
<td>Analyse the structure and organisation of a range of texts, particularly those related to social and informative media, for example, blogs, advertisements and test messages. [Key concepts: register, comparison; Key process: analysing]</td>
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<td>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]</td>
<td>Produce short bilingual texts such as digital stories, comics and blogs, and discuss how language reflects culture. [Key concepts: equivalence, culture; Key processes: translating, interpreting, comparing]</td>
<td>Language variation and change 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]</td>
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<td>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]</td>
<td>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]</td>
<td>Understand the dynamic nature of languages [Key concepts: change, influence, evolution, globalisation; Key processes: observing, reflecting, explaining]</td>
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<td>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]</td>
<td>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]</td>
<td>Role of language and culture 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]</td>
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