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.

Language learning 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.

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 no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens 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 recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Year 7 and 8 (Year 7 Entry) Achievement Standard

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).

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key Ideas

Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

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.

Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:
- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:
- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

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
   - reflection on the experience of communicating
   - reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Year 7 and 8 (Year 7 Entry) Level Description

The nature of the learners
Students are beginning their study of Spanish and typically have had little prior exposure to the language and associated cultures of the Spanish-speaking world. Many will have learnt an additional language in primary school, and some have proficiency in different home languages; these students bring existing language-learning strategies and intercultural awareness to the new experience of learning Spanish. Students' textual knowledge developed through English literacy learning supports the development of literacy in Spanish. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.

Spanish language learning and use
Learners are encouraged to listen to, read and write Spanish in a range of interactions with the teacher and one another. They experiment with sounds, intonation patterns and body language, using high-frequency vocabulary and expressions, gradually broadening their range of language functions. They use modelled and rehearsed language in familiar contexts and begin to use the language learnt to express their own personal meaning. They work both collaboratively and independently in Spanish, exploring a variety of simple texts, including songs/raps, emails, advertisements and online exchanges, 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 read, view and listen to texts, and apply modelled language to create and present their own texts, for example, shared stories, poems, advertisements and journal entries. They begin to use vocabulary and grammar accurately, drafting and editing texts to improve structure and clarify meaning. They develop grammatical knowledge and language awareness through analysing texts, comparing languages, and applying their knowledge in language exercises and tasks.

Learners use a range of processes such as observing, comparing and reflecting on language use to identify how cultural values and perspectives are embedded in language, and how language choices determine how people, issues and circumstances are represented. They reflect on intercultural perspectives and their experience of interactions, and make cross-curricular connections. They consider fundamental concepts associated with the Spanish-speaking world, such as the diversity of peoples, cultures, geographic locations and languages. They explore aspects of environment, lifestyle and practices across cultures and make comparisons with their own. They develop a metalanguage for discussing language and culture, and monitor and reflect on their language and culture learning through discussions, journalling or contributions to a shared digital space.

Contexts of interaction
Opportunities for interaction in Spanish are provided through working with the teacher and peers in class and through using a range of resources and materials. There may also be some interaction beyond the classroom with members of Spanish-speaking communities. Spanish is used by the teacher and learners in classroom routines, structured interactions and learning tasks.

Texts and resources
Learners work with a range of resources designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They read, view and interact with a variety of spoken, written and digital texts created for different purposes (social, informative, transactional, imaginative and expressive). Authentic texts such as media texts, recipes and recorded conversations provide opportunities for discussion and analysis of the relationship between language, communication and culture.

Features of Spanish language use
Learners become familiar with the sounds of Spanish, including pronunciation, rhythm, pitch and stress. They recognise similarities with many English words, noting differences in pronunciation and spelling. They understand and apply elements of Spanish grammar such as word order; simple verb forms, including common reflexive verbs; gender and number agreement of articles, nouns and adjectives; pronouns; and prepositions. Students understand that language is organised as text, and that texts use different structures and language features to achieve different purposes. Students observe the patterns of word formation, noticing the role played by prefixes and suffixes. They create their own texts, mainly using the present tense of regular and common irregular verbs, enriched by the use of adjectives (including possessive and demonstrative) and adverbs. They understand that language use reflects and shapes values and attitudes, and explore how language choices determine how people, events or circumstances are represented.

Level of support
Learning at this level is supported by rich and varied language input and the provision of experiences that are challenging but achievable. Opportunities to review and consolidate learning are balanced against provision of engaging and relevant new experiences and connections. Learners rely on teacher talk, instruction, modelling and feedback, and structured opportunities for practising and understanding new language. They are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to experience in different contexts. Support resources include word lists/dictionaries, visual organisers, images and gestures. Learners may collaborate with peers in structured pair and group tasks that have clear roles and expectations.

The role of English
English serves two main functions in the Spanish class: it represents a point of reference for Spanish learning by enabling students to compare structures, features and cultural meanings in both languages; and it is used when appropriate for explanation, reflection and discussion.
for classroom routines and interactions, structured learning tasks, language experimentation and practice. As their first language capabilities far exceed their proficiency in German at this stage, it is likely that they will use mainly English for discussion, clarification, explanation and analysis.

Year 7 and 8 (Year 7 Entry) Content Descriptions

Communicating		Understanding

Communicating

Socialising

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]

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]

Participate in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions.
[Key concepts: roles, routines; Key processes: questioning, interacting]

Informing

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]

Present information on selected topics in spoken, written and digital forms.
[Key concepts: community, traditions, environment; Key processes: describing, informing, presenting]

Creating

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]

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]

Translating

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]

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]

Reflecting

Notice while participating in intercultural activities that interaction involves culture as well as language.
[Key concepts: norms, assumptions, values; Key processes: noting, reflecting, responding]

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]

Understanding

Systems of Language

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]

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]

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]

Language variation and change

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]

Understand the dynamic nature of languages.
[Key concepts: language contact, word borrowing, globalisation, dynamism; Key processes: observing, identifying, discussing]

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]

Role of language and culture

Recognise the interconnected relationship between language and culture.
[Key concepts: interdependence, perspectives, cultural practices; Key processes: analysing, making connections, explaining]