

**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 9 and 10 (Year 7 Entry) Achievement Standard**

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 Guarani 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.

**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 9 and 10 (Year 7 Entry) Level Description

### The nature of the learners

Students have prior experience of learning Spanish and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts within which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Spanish may feature in these.

### Spanish language learning and use

This is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication such as digital and hypermedia, collaborative performance and group discussions. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts. Learners use Spanish to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wide range of texts and experiences. They use Spanish more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their language use against a stronger frame of grammatical and systems knowledge. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence forms of communication.

### Contexts of interaction

Learners use written and spoken Spanish to interact with peers, teachers and other Spanish speakers in immediate and local contexts relating to their own social and educational worlds. They interact with cultural resources and Spanish-speaking communities in a variety of countries through a range of online environments.

### Texts and resources

Learners engage with a range of language-learning texts and support materials, such as textbooks, DVDs, apps, media texts and online materials. They also draw increasingly on texts produced for Spanish-speaking communities, such as short stories, songs, poems, newspaper reports, films, video clips, blogs and social media texts.

### Features of Spanish language use

Learners recognise and approximate the pronunciation, rhythms and intonation patterns of more extended phrases and compound sentences. They become more fluent and accurate in both spoken and written language production. They gain more control of grammatical and textual elements. They use simple tenses (present, imperfect, preterite, future and conditional), and compound tenses conjugated with *haber* (present perfect). They recognise the form and function of pronouns and expand their understanding to include direct and indirect object pronouns. Learners use expressive and descriptive language to talk about feelings and experiences. They develop understanding of the nature of both translation and interpretation, noticing the relationship between language, texts and culture. A balance is maintained between activities that focus on language forms and structures and those that involve communicative tasks, performances and experiences. Tasks involve collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Learners analyse text more critically, identifying how language choices reflect perspectives and shape meaning. At this level, learners are developing understanding of the relationship between language, culture and identity. They identify how meaning-making and representation in a different language involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on the learner's ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to consider their own cultural practices through the eyes of others, and to communicate in interculturally appropriate ways.

### Level of support

This stage of learning involves consolidation and progression. Learners are provided with new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring support these challenges. Students are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to their experience in different contexts. They analyse and reflect on texts and intercultural experiences through discussion, documenting and journaling. Continuing focused attention on grammatical and textual features supports learners' development as text producers.

### The role of English

Spanish is used in more extended and elaborated ways by both teacher and learners. English may be used for substantive discussion, elaboration, comparison, analysis and reflection.

## Year 9 and 10 (Year 7 Entry) Content Descriptions

Communicating	Understanding	
<p><b>Socialising</b> 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]</p> <p>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]</p> <p>Plan and evaluate collaborative activities and tasks that involve expressing and comparing opinions. [Key concepts: community, responsibility; Key processes: expressing, representing, discussing]</p> <p><b>Informing</b> 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]</p> <p>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]</p>	<p><b>Creating</b> 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]</p> <p>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]</p> <p><b>Translating</b> 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]</p> <p>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]</p> <p><b>Reflecting</b> 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]</p> <p>Consider and discuss the relationship between language, culture and identity. [Key concepts: identity, culture, communication; Key processes: observing, connecting, reflecting, explaining]</p>	<p><b>Systems of Language</b> Recognise and apply rules of Spanish pronunciation, stress and intonation, demonstrating awareness of differences in accent and pronunciation across the Spanish-speaking world, and use appropriate writing conventions. [Key concepts: rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, reproducing]</p> <p>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]</p> <p>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]</p> <p><b>Language variation and change</b> 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]</p> <p>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]</p> <p>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]</p> <p><b>Role of language and culture</b> 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]</p>