

The Australian Curriculum

Subjects	Spanish
Year levels	Year 9

Years 9 and 10 Content Descriptions

Communicating

Socialising

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]

([ACLSPC181 - Scootle](#))



Elaborations

exchanging emails and participating in online forums with peers in a Spanish-speaking context to share views about aspects of teenage life such as friends, responsibilities, interests, aspirations and topical issues

interviewing class members to elicit opinions on personal experiences and significant events from their past, and identifying common themes or reactions

comparing responses to events or texts such as a concert or television program, using evaluative and expressive language to convey reactions such as excitement, appreciation or boredom (*Me encantó esa canción, ¡Aprecio tus palabras! ¡Qué aburrido!*), and initiating and scaffolding conversation by introducing topics, inviting contributions or asking for clarification, for example, *No he entendido bien... ¿Qué piensas? ¿Qué te parece si hablamos de...?*

maintaining and extending conversations by following up on others' contributions, elaborating on own comments and extending the topic, for example, *Creo que tú tienes razón pero... Me gustaría agregar que...*

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]

([ACLSPC182 - Scootle](#))



Elaborations

participating in collaborative projects such as a segment for a young people's community radio or television program, sharing responsibility for different elements such as news items or sports reports, and using appropriate terms to introduce and summarise, for example, *Estamos transmitiendo en directo desde ... Esta edición nocturna se trata de... Ahora pasamos a las noticias del día...*

negotiating arrangements, weighing up alternatives and reaching shared decisions in relation to planned events or activities, for example, *Entonces nosotros haremos el afiche y ustedes lo*

distribuyen

planning a demonstration or performance for family or peers to showcase what they know and can do in Spanish, making decisions about different elements and preparing explanations of linguistic or cultural features of Spanish language use

participating in real or simulated transactions such as exchanging and ordering popular consumer items such as CDs, video games or books

organising real or simulated online forums to raise awareness of environmental, social or ethical issues such as prejudice, social justice or human rights, taking account of possible diversity of values and views



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]

([ACLSPC183 - Scootle](#))



Elaborations

interacting in class discussion and debate by taking turns, expressing agreement/disagreement, and providing encouragement for example, *Es mi turno ahora, Estoy de acuerdo contigo... No comparto esa opinión... Me parece una idea estupenda*

initiating and sustaining discussion by acknowledging different viewpoints (*Tienes otro punto de vista, Ese aspecto lo veo de la siguiente manera...*), asking for repetition or clarification (*¿Qué quieres decir...?*) or inviting further elaboration (*¿Cómo? Eso quiere decir que...*)

using argument and expressive or persuasive language to discuss topical issues such as *La sostenibilidad, Los derechos humanos*, for example, *como sabemos ... es evidente que ... nadie puede negar ...*

using metalanguage to discuss language and language learning and to engage in peer and self-reflection, for example, *Cuando hablo español tiendo a mover las manos más... Me gusta hablar español porque siento que he empezado a entender algunos aspectos culturales del mundo hispanohablante*

Informing

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]

(ACLSPC184 - Scootle [↗](#))



Elaborations

gathering information from a range of print and digital sources on topics such as *ecoturismo* or *machismo*, and identifying, evaluating and reporting on perspectives

distinguishing between fact and opinion in texts such as articles and reports, using critical literacy skills to recognise bias, for example, identifying the author, audience and purpose of the text

comparing and evaluating a range of perspectives on topics such as health, music, sport and religion presented in different media texts, and considering why people may have different perspectives

presenting commentaries collected from print, digital and personal sources of information on issues of interest to themselves and other young people, such as *El impacto de los medios sociales en la vida cotidiana*, *El vestuario y la identidad*, *La influencia de la música en los jóvenes*, classifying issues according to viewpoints and perspectives

researching cultural characteristics of a specific group of Spanish speakers to inform a course of action such as providing a Spanish-speaking exchange student with a suitable placement or a group of Spanish visitors with a suitable menu, or deciding on an appropriate time of year to visit a particular Spanish-speaking country or region

analysing published accounts of an event such as a sports match, a concert or a street party, identifying varying viewpoints

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]

(ACLSPC185 - Scootle [↗](#))



Elaborations

researching and reporting on contemporary social, environmental or ethical issues as presented in a range of resources using different presentation techniques, for example, Venn diagrams, flow charts, digital displays



composing different types of social media texts such as blogs, advertisements, web pages, magazine articles or live or printed interviews to present views on particular issues, using appropriate protocols to acknowledge sources of reference and commentary, for example, by using reported speech (*Dijo el doctor Sanabria que hay que usar autos eléctricos*)

Creating

Engage with and review creative texts, identifying and explaining cultural attitudes and key messages
[Key concepts: relationship, perspective, values; Key processes: analysing, evaluating, reviewing]

(ACLSPC186 - Scootle [↗](#))



Elaborations

collaborating in critical and cultural readings of the imaginative content of texts such as blogs or song lyrics to explore Spanish-language forms of creative expression

composing a review of a film or short story, identifying how the text uses language and textual features to convey emotions and perspectives, for example, *Este video no muestra la realidad de la posición de la mujer*, *Los personajes en este texto se sienten felices*

reading, viewing or listening to extracts from expressive contemporary texts such as poems, dance, street art or musical performances, identifying elements that reflect the culture or experience of Spanish-speaking communities

expressing responses to oral, written and digital texts such as short stories, poems, cartoons, films, raps and songs (*es muy conmovedor*, *es preocupante*, *son melancólicas*, *es demasiado hermoso*, *es divertido*, *da risa*), and identifying how mood is created and how storylines are developed

analysing the lyrics of contemporary songs from the Spanish-speaking world, identifying key messages and evaluating expressive styles

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]

(ACLSPC187 - Scootle [↗](#))



Elaborations

creating a poem or rap to perform to their peers that contains a message about an issue of personal significance

creating various types of texts such as digital or print stories, songs, chants or dialogues/skits, building characters, themes, settings and/or plots likely to appeal to specific audiences, for example, young learners of Spanish

composing and performing poems, songs, speeches or dialogues that reference significant celebrations or historical events in Australia or in the Spanish-speaking world, for example, *El Día Internacional de la Mujer*, *La Feria de Sevilla*, National Sorry Day, *Fiestas patrias*, *Festivales folclóricos*



creating reflective and expressive texts such as poems or blogs/wikis for own reference purposes to

capture challenges, satisfactions and feelings about personal or social experiences and relationships

Translating

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]

([ACLSPC188 - Scootle](#))



Elaborations

translating short familiar texts such as advertisements, songs or film clips, comparing own translation with others', analysing and providing possible explanations for similarities and differences

reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems and songs, and identifying words and phrases that require particular elaboration or explanation, for example, *Es una tarde parda y fría de invierno...*, from the poem '*Recuerdo infantil*' by Antonio Machado

using, comparing and evaluating electronic and online translators

experimenting with translations of popular expressions or idioms in Spanish, noticing when this creates potential confusion, for example, *Una todas partes se cuecen habas* (*lit. everywhere beans are cooked*) = *it's the same the whole world over*

[Create](#) bilingual texts that [interpret](#) aspects of Australian [language](#) and [culture](#) for Spanish-speaking audiences

[Key concept: bilinguality; Key processes: adjusting, interpreting, reflecting]

([ACLSPC189 - Scootle](#))



Elaborations

creating bilingual texts that present aspects of school life in Australia for Spanish-speaking students and parents, for example, a print leaflet or digital display about school excursions

considering how to maintain the integrity of original texts when translating, for example, explaining culture-specific concepts such as 'the bush' or 'being a Wally with water', and considering the use of register and idioms

producing bilingual texts such as video clips with subtitles explaining Australian cultural practices, for example, bushwalking, New Year's Eve celebrations and the Melbourne Cup

producing public texts such as signs and posters in both Spanish and English, and commenting on the process of working in both languages

Reflecting

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 - Scootle](#))



Elaborations

considering how learning and using Spanish offers different ways of interpreting the world and representing experience

reflecting on how meaning can be misinterpreted in intercultural interactions, for example, by preparing a shared list of strategies to improve communication and intercultural skills

recognising differences in the nature and function of some elements of communication in Spanish compared to English, for example, the enjoyment of debate, disagreement and argument as social rather than confrontational activities; and greater levels of directness in exchanges, such as making requests using direct imperative

keeping a record such as a journal, log or online posting of critical incidents and observations in the course of intercultural language learning, such as breakdowns or breakthroughs in communication, and considering why or how they occurred and were repaired

recording and sharing reflections on their experiences of learning Spanish and on different reactions to aspects of the language and culture, for example, *Tengo problemas pronunciando la doble r, es difícil para mí y se me olvida que la h no suena en español, Me gustaría poder hablar más rápidamente en español*

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 - Scootle](#))



Elaborations

reflecting on own cultural identity in terms of family background, community relationships and contact with languages (including Spanish), and tracking changes over time

composing an online 'cultural ID profile' to exchange with Spanish-speaking peers, making decisions about what points of information will be of most interest

discussing whether or not they believe that the study of Spanish has influenced their own identity, and explaining their opinions to others

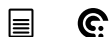
Understanding

Systems of language

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 - Scootle [↗](#))



Elaborations

recognising the role of pronunciation, rhythm, word stress, tempo and tone of voice in effective communication, and applying this knowledge to own interactions

using challenging letter combinations in written and spoken Spanish, such as *ae* in *aeropuerto*, *au* in *Augusto*, *ll* in *ballena*, *r* in *pero*, *rr* in *perro*, *d* in *bondad* and the soft *t* in *té*,

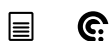
noticing how tone can convey emotions and shade meaning, example, *¡Vamos ya! ¡Corre! ¡Tengo miedo del tigre! ¿Te gustaría ir al cine? ¡No te enojas!*

applying knowledge of pronunciation, intonation, rhythm and pace to own use of spoken Spanish, for example, when reading stories to younger children, asking questions or expressing emotions such as surprise or sadness

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 - Scootle [↗](#))



Elaborations

extending the use of negative forms (*no voy nunca*, *en ningún momento*, *no tengo nada*, *tú tampoco*, *no hay nadie*) and understanding the difference between a reflexive verb and its corresponding non – reflexive verb, for example, *Gerardo se lava la cara* (reflexive) and *Gerardo lava su carro* (non-reflexive)

using subjunctive mood to express doubt, uncertainty or emotion, for example, *dudo que vengas*, *siento que estés enferma*, *me alegra que hayas terminado tus estudios*

expressing hypothetical events using conditional voice, for example, *Sería interesante estudiar chino* or *Yo viajaría, pero no tengo dinero*

using cohesive devices to sequence ideas, for example, *aunque*, *a pesar de*, *sin embargo*

describing events across time (past, present and future), choosing appropriate tenses

developing metalanguage to extend discussion of grammatical features such as word order, tenses and subjunctive mood, and using terms such as 'verbs', 'nouns', 'conditional', 'subjunctive' and 'simple past'

describing people and things using:

- comparatives and superlatives, for example, *Ella es la más inteligente de la clase, Este jardín es lindísimo, Este jugo es el peor de todos*
- acronyms, for example, MERCOSUR, EEUU, UE, ONU
- diminutives, for example, *gatito, mesita, negrito*

persuading, encouraging and advising others by using imperative verb forms, for example, *vaya a la cancha, vamos al descanso, piénsalo bien, piénselo bien*

exploring how word choices (such as selection of particular nouns and adjectives) can indicate values and attitudes, for example, *Ese joven no sirve para nada/Es un joven valiente. Ellos son ilegales/Ellos son los refugiados*

using the *pasiva refleja* or impersonal form with *se* for example, *Se venden casas, ¿Cómo se dice...?*

using idiomatic language such as proverbs (*Lo cortés no quita lo valiente, El hábito no hace al monje*) and idioms (*me puse las botas, no pedir peras al olmo*)

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 - Scootle](#))



Elaborations

analysing different types of texts, such as television dramas or news bulletins, to demonstrate how language is used to create particular effects such as emotional impact or interest

noticing the different conventions that shape texts, for example, the use of descriptive language in travel brochures, emotive language in advertisements, or argument in debates

identifying textual conventions associated with types of texts in different cultural contexts, for example, the salutation in an email ("*Hola Luis*"), informal language in blogs, or rhetorical language in political pamphlets

creating sample texts for a resource bank, identifying key features and functions that characterise

particular types of texts such as voicemail, slogans, informative articles or short stories

comparing spoken and written texts, such as spoken and print advertisements, face-to-face conversations and emails, to understand how their mode shapes their structure and helps the text to achieve its purpose

Language variation and change

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 - Scootle [↗](#))



Elaborations

comparing texts created for different audiences in different Spanish-speaking regions and countries, or for urban and rural communities, noticing how language reflects ideas, concerns and priorities of specific communities, for example, *Alturas de Machu Picchu* by Pablo Neruda ...*labrador, tejedor, pastor callado: domador de guanacos tutelares: albañil del andamio desafiado...*

investigating varieties of language used by members of different Spanish-speaking communities and how they have changed over time

analysing and using language, body language and gestures in culturally appropriate ways specific to Spanish speakers or speakers of Australian English, in forms of expression such as idioms and song lyrics

observing that many Spanish speakers are multilingual and regularly shift between languages to achieve different purposes and to draw on additional communicative resources

recognising that language is used differently to achieve different purposes, for example, the use of contractions, emoticons and acronyms in text messages for the purpose of speed and economy; the use of slang, specialised or inclusive language to establish shared interest or identity

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 - Scootle [↗](#))



Elaborations

examining language used in texts such as protest songs, posters and graffiti to identify ways in which language is used for social influence and commentary, for example, "*Todo cambia*" *¡No malgaste el agua!*

analysing examples of language used for social commentary or to influence actions or beliefs, such

as emotive language and images in reports on cruelty to children or to animals (*la violencia, la negligencia, la intimidación, el abuso, el acoso*), and examining how specialised language can create barriers for some members of a language community, for example, legal or medical terms, arts-related expressions or bureaucratic language

understanding how language variation can reflect cultural and social identity, and inclusion or exclusion, for example, *los refugiados* versus *los ilegales*; the use of jargon or *jergas* (*currar, laburar, estar al loro, ir de marcha, mala onda, tipo, chavo, pibe*) to include or exclude; and the inclusive language of political speeches (*los ciudadanos y ciudadanas ...*)

recognising the purpose of particular texts to impact emotionally on others such as by influencing opinions and reactions, for example, in persuasive texts such as advertisements or reviews of a film, concert or fashion show

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 - Scootle [↗](#))



Elaborations

recognising that in many Spanish-speaking countries other languages are co-official with Spanish, such as Guaraní in Paraguay, Catalan, Galician and Basque/Euskera in Spain, and Quiché in Guatemala, and investigating the history and issues surrounding such relationships between languages

investigating the status and function of indigenous languages in Spanish-speaking countries, considering issues such as language rights, language death, and revival and reclamation efforts, and drawing comparisons with Aboriginal languages and Torres Strait Islander languages in Australia

considering how the process of moving between standard/national languages and regional languages such as Catalan or Basque reflects personal, social and political histories

considering the development of Spanglish in communities of Spanish speakers and developing awareness of current debates and discussions around such hybrid forms of languages

exploring the influence of Latin-American popular culture in the United States and the world, for example, cinema, music and TV channels, *telenovelas*, sport

Role of language and culture

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 - Scootle [↗](#))



Elaborations

participating in guided discussion and reflection on the nature and role of culture and its relationship with language, noting any shifts in own attitudes, values or understandings about culture, identity and diversity as a consequence of learning and using Spanish

developing language for thinking and talking about cultural representation and expression, for example, perspectives, values, images, stereotypes, inclusion and exclusion

examining how a concept such as humour is conveyed in Spanish in ways that reflect lifestyles, values or traditions, and discussing how this may be perceived by non-native Spanish speakers

exploring language and communicative behaviours associated with particular Spanish-speaking regions or geographic locations to understand how factors such as geography, climate and economic situation shape language practices

Years 9 and 10 Content Descriptions

Communicating

Socialising

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 - Scootle [↗](#))



Elaborations

expressing, comparing and explaining likes, dislikes and preferences, for example, *Me gusta más el baloncesto que el fútbol, Me encanta la historia porque me parece interesante, Nuestro colegio es grandísimo, es el más grande de la ciudad. Lo que más me gusta hacer los fines de semana es chatear con mis amigos*

corresponding with peers by using telephone/video calls, SMS or social media to build relationships and share views on aspects of young people's lives such as friends, responsibilities, interests and aspirations

expressing hopes, opinions and ambitions, giving reasons for plans, for example, *Espero aprobar los exámenes, Creo que ..., Pienso (+ infinitive), prefiero ...¿y tú?, Y vosotros ¿Qué opináis?, Estoy de acuerdo contigo, ¿Estáis de acuerdo?, En el futuro, me gustaría ser ...*

sharing past experiences and significant events, such as holidays, special events or travel, for example, *En mis vacaciones, primero fuimos a..., después ... Durante la segunda semana ... y entonces ... Fue fenomenal ... Al final ... Y ¿Qué tal tus vacaciones?*

discussing personal views on topics such as *acoso escolar, ideal de belleza* and *música*, using expressions such as *de ninguna manera...claro que sí...* to link and elaborate ideas

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 - Scootle [↗](#))



Elaborations

participating in collaborative planning and decision-making, such as arranging an event or campaign to promote awareness of an issue such as recycling, using persuasive and descriptive language in

spoken, written and digital modes of presentation, for example, posters, stimulus questions, statistics



producing action-oriented resources such as websites, posters or online features on issues related to the Spanish-speaking world, incorporating declarative language and argument, for example, *¿Qué creéis que tenemos que hacer para ..., creo que primero deberíamos escribir..., sugiero que terminemos, es evidente que...*

creating promotional and informative texts to support fundraising activities, such as humanitarian initiatives in Spanish-speaking countries

planning real or virtual activities such as Spanish-language forums, for example by composing and rehearsing possible contributions or questions

Plan and evaluate collaborative activities and tasks that involve expressing and comparing opinions [Key concepts: community, responsibility; Key processes: expressing, representing, discussing]

(ACLSPC021 - Scootle [↗](#))



Elaborations

using appropriate discussion protocols such as acknowledging others' opinions, responding to others' contributions, and elaborating and extending topics, for example, *Perdona, pero no estoy de acuerdo contigo porque ..., me parece mejor ... ¿qué os/les parece si...?*

using reflective and evaluative language to discuss the experience of learning and using Spanish and to evaluate resources such as textbooks, websites or electronic dictionaries, for example, *Creo que... porque, Prefiero..., Es más útil que..., Tiene menos ...que, En primer lugar, creo... Ahora creo que..., No estoy de acuerdo*

participating in class discussion by offering own opinions (*Me parece que...*), eliciting and reflecting on those of others (*¿Qué les parece?*), and agreeing (*¡Qué buena idea!*) or disagreeing (*No me parece una buena idea*)

Informing

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]

(ACLSPC022 - Scootle [↗](#))



Elaborations

analysing and comparing information obtained from different sources on topics of social and cultural interest, such as *el cine latinoamericano contemporáneo, el efecto del turismo en las tortugas de las Islas Galápagos or los refugiados en España*, and summarising and presenting information to peers

in conversation or on a shared website

synthesising and summarising a variety of texts such as announcements, reports, interviews and conversations on topical issues such as *Las corridas de toros* or *La influencia del internet en la música*, classifying and cross-referencing key ideas and associated language for use in own texts

identifying perspectives and context in texts such as articles and reports by distinguishing between facts and opinion, for example, by identifying the author, intended audience and purpose of a text

researching and classifying social, historical and cultural aspects of Spanish-speaking communities by gathering information from a range of sources, including personal commentaries by Spanish-speaking peers and adults

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]

([ACLSPC023 - Scootle](#))



Elaborations

researching, presenting and taking a position on questions relating to contemporary topics such as *Los efectos de las redes sociales en la vida de los jóvenes*

producing a brochure to identify aspects of their city/town/region likely to be of interest to Spanish-speaking visitors of the same age

presenting a personal or shared perspective on topics such as fashion, music, cinema or social media, using formats such as displays, online posts or oral presentations to provide critical or explanatory commentary

researching and presenting information about social and environmental issues affecting Spanish-speaking regions of the world, for example, *consecuencias de la deforestación en el Amazonas*



Creating

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]

([ACLSPC024 - Scootle](#))



Elaborations

using examples of popular rap forms to create and perform versions that express their own feelings and values

expressing individual responses to imaginative and expressive multimedia texts, including performance and visual arts, using modelled and scaffolded language, for example, *demasiado triste, ¡tan cómico!, horrible, era muy entretenido porque ..., me fascina la manera de ..., me encantó cuando ...fue trágico el final de ..., para mí las imágenes representan..., personalmente prefiero...*

engaging with rhythm, intonation and imagery to create mood and meaning in own poems, songs or performances, experimenting with language, voice and gesture to create specific effects

responding to imaginative texts by modifying key elements, for example, incorporating a new character or event, creating a different mood, parodying an advertisement or devising a new ending to a story

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 - Scootle [↗](#))



Elaborations

reinterpreting familiar stories or fictional characters, referencing cultural characteristics while creating new situations or different effects, for example, incorporating alternative text into popular cartoons such as *Mafalda*

composing adapted or simplified versions of classic stories such as *Caperucita Verde* or *Los doce enanos* for a younger audience

composing performance texts such as skits, raps or poems to amuse, entertain and engage other learners of Spanish

creating a video clip or digital story involving imaginary persona or avatar in a Spanish-speaking fantasy world, incorporating communicative styles and behaviours observed in texts from Spanish-speaking contexts

Translating

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]

(ACLSPC026 - Scootle [↗](#))



Elaborations

analysing Spanish translations of familiar English-language texts, identifying aspects that got ‘lost in translation’, for example, comparing the English subtitles of a movie dubbed in Spanish with the original English speaking version

translating texts such as signs, product instructions, notices or advertisements, comparing versions and considering how to convey culturally embedded references and concepts

evaluating the effectiveness of electronic translators, for example, by doing a back translation of a well-known text

identifying challenges associated with the translation of simple texts such as short letters or conversations, deciding whether different information is required in the translated version, for example, deciding if ‘you’ should become *tú*, *usted* or *vosotros*, depending on the social relationship being conveyed in the letter or exchange

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 - Scootle](#) )



Elaborations

providing bilingual captions that represent cultural elements or references to accompany images from the Spanish-speaking world or from regional Australia, for example, los nazarenos en las procesiones de Semana Santa, el sombrero mexicano y el sombrero de los corchos australiano, el ‘vegemite’ y las tortillas españolas, el canguro y el cóndor, el rodeo y los toros, bailes y ceremonias indígenas

producing bilingual instructional or explanatory texts such as glossaries, for example to explain the rules of Australian games, activities or sports, such as cricket, netball, Australian Rules football, bushwalking or surf lifesaving

creating and contributing to a shared online bilingual word bank of Spanish and English colloquial and idiomatic words that are difficult to translate, for example, *comadre*, *compadre*, *qué metida de pata*; ‘schoolies’, ‘School of the Air’, ‘sickie’

performing a virtual guided tour for intending exchange students, including dramatisations of potential miscommunication between Spanish and English speakers

Reflecting

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 - Scootle [↗](#))



Elaborations

keeping a record such as a journal, log or online posting of critical incidents and observations in the course of intercultural language learning, such as breakdowns or breakthroughs in communication, and considering why or how they occurred and were repaired

finding examples of how language reflects cultural concepts and values across the Spanish-speaking world, for example, religious references in sayings such as *Al que madruga Dios le ayuda*, *Bendito sea ... Adiós*; and changes to language forms that reflect changes in social values, such as the adoption of some feminine forms of professional titles (*La doctora/el doctor*, *la abogada/el abogado*, *la jefa/el jefe*)

recognising differences in the nature and function of some elements of communication in Spanish compared to English, for example, the enjoyment of debate, disagreement and argument as social rather than confrontational activities, or greater directness in exchanges such as making requests using the direct imperative form

discussing how intercultural communication involves being flexible, responsive and open to differences in ways of communicating views or emotions, for example, the less explicit expression of appreciation or thanks in Spanish, variation in attitudes to time

Consider and discuss the relationship between [language](#), [culture](#) and [identity](#)

[Key concepts: [identity](#), [culture](#), [communication](#); Key processes: observing, connecting, reflecting, explaining]

(ACLSPC029 - Scootle [↗](#))



Elaborations

reflecting on own sense of identity, considering whether it is fixed or fluid, for example, whether they communicate and present themselves in different ways, in different contexts or with different people

examining how identity is expressed through language, with reference to languages spoken by themselves, their peers, family or community members

composing a 'cultural ID profile' to share online with Spanish-speaking friends, making decisions about what points of information will be of most interest

monitoring own ways of communicating and expressing their sense of identity in different contexts and interactions, including when using Spanish, noticing whether they have a different sense of themselves when using a different language

critically examining the impact of cultural stereotypes and expectations in relation to cultural identity


and intercultural communication, for example, by reflecting on changes in perceptions of or attitudes towards other languages and cultures as a result of learning Spanish

Understanding

Systems of language

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]

([ACLSPU030 - Scootle](#) )



Elaborations

recognising the importance of appropriate stress, pronunciation and spelling for meaning-making, for example, *estudio* versus *estudió*

understanding variation in pronunciation across the Spanish-speaking world, for example, the pronunciation of *ce* and *ci* in different regions (*ceceo* or *seseo*) for example in the words *gracias*, *Cecilia*, and the soft *sh* pronunciation of the letters *ll* and *y* in Argentine Spanish (*calle/cashe*)

adapting the tone, intonation and rhythm of language to their own expressive needs and to the nature of the interaction, for example, calming a child or attracting attention

using the Spanish alphabet to spell out names or expressions, noticing similarities and differences to English and using correct terminology for accents and marks (*tilde*, *acento*, *diéresis*)

listening to and reciting texts such as poems, stories or song lyrics to familiarise themselves with the rhythm and musicality of the language, for example, *Proverbios y cantares de Antonio Machado*, *Guantanamera de José Martí*

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 - Scootle](#) )



Elaborations

understanding and using definite and indefinite articles, including omission and gender-change cases, for example, *me gusta mucho el cuadro del salón*, *me gusta mucho un cuadro del salón*,

¿tienen cuadros de paisajes?, el agua está fría

understanding and using *indefinite adjectives and pronouns* such as *alguno/a/os/as, ninguno/a/os/as, otros/as, todos/as, alguien, nadie, nada, algo, todo*, noticing the constructions with a double negative, for example, *No hay nadie en clase, no tenemos nada*

using collective nouns such as *gente* and *familia*, and noticing the use of singular verbs, for example, *la gente en Australia pasa mucho tiempo al aire libre, mi familia tiene una casa en la playa*

noticing the differences in meaning when the adjective precedes the noun, for example, *un pobre hombre/un hombre pobre*

expressing comparisons using comparatives and superlatives, including some irregular forms, for example, *mejor que ..., peor que ..., el mayor, el menor, más ... que, menos ... que, el más ..., ...ísimo/a, tan ... como*

understanding and using possessive and demonstrative pronouns (*aquel es el tuyo, este es el mío*) and the use of neutral demonstratives (*¿qué es esto?, me gustó aquello que dijo*)

understanding the form and function of personal object pronouns, and differentiating between direct and indirect objects in the third person, for example, *me, te, lo, la/le, nos, os, los, las/les*

understanding the function and use of relative pronouns, for example, *que, el/la/los/las que, quien/es, el/la cual, los/las cuales, donde*

understanding and using the different past tense forms for regular and irregular verbs (*pretérito perfecto, pretérito indefinido and pretérito imperfecto*), and comparing the uses with English past tense forms, for example, *hemos estudiado los tiempos pasados, Marcos nació en Filipinas, ayer mi amigo estaba contento*

using appropriate temporal markers, for example, *hace ..., desde hace ..., durante ..., en 2011 ..., esta mañana ..., cuando era pequeño ..., desde ... hasta..., ayer ...*

understanding and using the future and conditional tenses of regular and irregular verbs, for example, *mañana iremos de excursión al zoo, me gustaría visitar México, saldría con vosotros pero tengo tarea*

using some set expressions that require the use of the present subjunctive, for example, *¡que aproveche! ¡que te mejores! espero que estés bien*

expressing agreement, disagreement and opinions using adverbs and expressions such as *Yo también, yo tampoco ..., a mí sí ..., a mí no ...*

indicating rules and giving instructions using expressions such as *hay que ..., se puede/no se puede ..., and tener que + infinitive*, and regular imperative affirmative forms, for example, *cantad conmigo,*

pase el dado, toma mi bolígrafo, abran las ventanas, repita más despacio

understanding the function of impersonal expressions such as *se necesita ...*, *se habla ...*, *se dice ...*, *se puede ...*

using cohesive devices to link elements of complex sentences, for example, *por lo tanto*, *además*, *sin embargo*, *al contrario de*, *de la misma manera*

expanding the use of prepositions such as *por*, *para*, *con*, *sin*, *contra*, *hacia* to provide more detail or information

understanding how to form adverbs from adjectives, for example, *normalmente*, *seguramente*, *probablemente*

understanding and using an increasing range of prefixes and suffixes (*anónimo*, *antibiótico*, *despeinado*, *supermercado*, *claustrofobia*, *lavadora*, *navideño*, *hermanito*) and building lexical families (*árbol*, *arbolito*, *arboleda*, *arbusto*, *arborícola*, *arbóreo*, *arboricultura*, *enarbolar*)

developing awareness of the presence of ‘false friends’ in Spanish and English, for example, *actualmente* / *currently*, *realizar* / *carry out*, *embarazada* / *pregnant*, *constipado* / *a cold*

developing metalanguage to talk in Spanish about elements such as sentence structure (*sujeto*, *verbo*, *objeto*), verb tenses (*pretérito*, *futuro*, *tiempo compuesto*, *participio pasado*) and other linguistic features (*sinónimo*, *concordancia*, *párrafo*)

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 - Scootle](#) )



Elaborations

comparing language features of Spanish and English versions of different types of texts, such as riddles, weather reports, text messages or horoscopes, noting differences that may be culturally significant

examining language structures and features used for specific communicative effect, such as to persuade, amuse, sympathise, challenge, include or exclude

understanding textual elements that provide coherence at a whole text level, such as cohesive devices (*sin*, *aunque*, *debido a*, *según*, *por otro lado*), linked paragraphs, introductions and summaries, and sequencing of ideas

Language variation and change

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 - Scootle](#) )



Elaborations

identifying levels of formality in spoken and written texts, and considering what these convey about social relationships and processes, for example, reflections of status, authority, respect or intimacy (*Disculpe, ¿podría decirme ..., Perdone que le interrumpa, ... Me gustaría invitarte a mi boda, ¡oye tío, he conocido a una tía guay!, eres el amor de mi vida*)

comparing spoken and written forms of familiar types of texts and language functions, for example, verbal and written apologies or oral storytelling and written reports, noticing differences in grammatical, expressive and textual features

recognising that language is used differently to achieve different purposes, for example, the use of contractions, emoticons and acronyms in text messages for the purposes of speed and economy; and the use of slang, specialised or inclusive language to establish shared interest or identity

recognising how grammatical and vocabulary choices shade meaning and establish register, for example, the use of formal or informal pronouns (*usted, ustedes/ tú, vosotros/as*), the use of forms of address (*don Juan, doña Pepa, señor Martínez, señoras y señores, damas y caballeros, Pedro y Sonia*) and the use of abbreviations and slang (*mi cole es guay*)

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 - Scootle](#) )



Elaborations

identifying Spanish words borrowed from different languages across time and through political, historical and social changes, for example, words of Arabic origin that start with the prefix *al-*, such as *almanaque, alcachofa, algodón, álgebra* and *alcohol*, and some common interjections also derived from Arabic, such as *¡hola!, ¡ojalá!, ¡olé!*

identifying the movement of language elements across and between times and contexts, such as words from indigenous languages adopted into Spanish and then exported to other languages, for example, words of Náhuatl origin such as *aguacate, chocolate, cacao, chile, chicle* and *guacamole*

noticing components of Spanish language that reflect particular cultural histories and influences, such as technological and scientific terms derived from classical Latin and Greek, for example, *continente, vegetación, bacteria, biología, protocolo* and *mecánico*

reflecting on the power of language in terms of their own experience, for example, by identifying comments from friends, teachers or public figures that have influenced or affected them

understanding the power of language to influence people's actions and beliefs, such as the language of persuasion in political speeches or community appeals, for example, *puede hacer su donación a la..., ofrezca tu tiempo voluntariamente después del terremoto en Chile*

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 - Scootle [↗](#))



Elaborations

recognising that in many Spanish-speaking countries other languages are co-official with Spanish, such as Guaraní in Paraguay, Catalan, Galician and Basque/Euskera in Spain, and Quiché in Guatemala, and investigating the history and issues surrounding such relationships between languages

investigating the status and function of indigenous languages in Spanish-speaking countries, considering issues such as language rights, language death, and revival and reclamation efforts, and drawing comparisons with Aboriginal languages and Torres Strait Islander languages in Australia



exploring the influence of Latin-American popular culture in the United States and the rest of the world, for example, cinema, music and TV channels, *telenovelas*, sport

considering how the process of moving between standard/national languages and regional languages such as Catalan or Basque reflects personal, social and political histories

Role of language and culture

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 - Scootle [↗](#))



Elaborations

participating in guided discussion and reflection on the nature and role of 'culture' and its relationship with language, noting any shifts in own attitudes or understandings about culture, identity and diversity as a consequence of learning and using Spanish

talking with bilingual speakers about the experience of using more than one language, for example, by asking questions such as: ‘Do you identify more strongly with one language? Do you express yourself differently in each language? Do you feel like the same “you” when speaking each language?’

discussing ways in which learning a different language can lead to new ways of thinking or interpreting experience, for example, by providing different perspectives on the experience of younger or older people or in relation to family roles and relationships

developing language for thinking and talking about cultural representation and expression, for example, terms such as ‘perspectives’, ‘values’, ‘images’, ‘stereotypes’, ‘inclusions’ and ‘exclusions’

critically analysing texts such as advertisements, brochures, catalogues, graffiti and websites in Spanish that show different representations of culture, reflecting on language use, images and symbols