

Levels 7 and 8

Levels 9 and 10

Communicating	
Socialising	
Participate in a range of spoken, written and online interactions, for example, exchanging views and experiences, apologising, thanking, inviting or congratulating	Discuss and compare young people's interests, behaviours and values across cultural contexts
Engage in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and transacting	Engage in shared activities such as planning and organising events by contributing ideas, opinions and suggestions and managing diverse views
Engage in class activities and discussions through asking and responding to open-ended questions, and expressing or rejecting points of view	Engage in class discussions and debates, justifying opinions, evaluating perspectives and reflecting on own language learning
Informing	
Analyse and summarise key ideas and information from a variety of texts on a range of topics	Analyse, synthesise and evaluate ideas and information from multiple sources on a range of local and global issues
Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences	Convey information on a range of issues using different modes of presentation to suit different audiences
Creating	
Respond to a variety of imaginative texts by expressing opinions and comparing the ways in which people, places and experiences are represented	Engage with and review creative texts, identifying and explaining cultural attitudes and key messages
Create texts about imagined characters, contexts and experiences to engage and entertain others	Produce a variety of imaginative texts to express ideas, attitudes and values for a range of audiences
Translating	
Translate and interpret a range of texts, compare own version with others' and discuss reasons for any variations	Translate both Spanish and English texts, and discuss cultural and other dimensions of the process
Produce short bilingual texts such as digital stories, comics and blogs, and discuss how language reflects culture	Create bilingual texts that interpret aspects of Australian language and culture for Spanish-speaking audiences
Reflecting	
Reflect on intercultural communication, commenting on perceived similarities and differences in language used and on aspects of culture	Participate in intercultural experiences, reflecting on own ways of communicating and considering how intercultural communication involves shared responsibility for meaning-making
Identify significant people, places, events and influences in own and others' lives and explain why they are important to their sense of identity	Explore and compare cultural traditions in both the Spanish-speaking world and their own cultural contexts, considering how these influence identity
Understanding	
Systems of language	
Develop more consistent control of the rhythms and intonation of spoken Spanish and of the features of the writing system	Recognise that pronunciation, intonation, rhythm and pace assist in fluency and in meaning-making in spoken interactions
Understand and control grammatical structures such as different forms of the past tense, regular and irregular verbs, interrogative and imperative moods, and conjunctions in a range of familiar types of texts	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
Analyse the structure and organisation of a range of texts, particularly those related to social and informative media, for example, blogs, advertisements and text messages	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
Language variation and change	
Examine how elements of communication, including gestures, facial expressions and use of silence, vary according to context, situation and relationships across languages and cultures	Analyse how language use in both spoken and written modes varies according to the geographical location and cultural profile of Spanish-speaking communities
Understand the dynamic nature of languages	Understand and analyse the power of language to influence people, actions, values and beliefs
Investigate the nature and extent of Spanish language use in both Australian and global contexts	Investigate the variety of languages used in different communities in the Spanish-speaking world, for example, Mapudungun, Basque/Euskera and Náhuatl
Role of language and culture	
Reflect on how cultural values and ideas are embedded in language and influence intercultural interactions and experiences	Understand and describe ways in which language and culture are interrelated and influence each other.
Achievement Standard	
<p>By the end of Level 8, students use written and spoken Spanish for classroom interactions, to carry out transactions and to exchange views and experiences with peers and others in a range of contexts. They use rehearsed and spontaneous language to give and follow instructions and engage in discussions, such as expressing or rejecting points of view (for example, <i>¿Estás de acuerdo?, verdadero/falso, ¿qué te parece?, ¿cuándo?, ¿cómo?, ¿por qué?</i>). They apply appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types (for example, <i>¿Nos vamos?, ¡Nos vamos!, Pasó por aquí/Paso por aquí</i>), and use interrogative and imperative moods (for example, <i>¿Has comido? ¡Abre la puerta!</i>). They locate, summarise and analyse information and ideas on topics of interest from a range of texts, and communicate information, different perspectives and their own opinions (for example, <i>a mí me parece...</i>) using different modes of presentation. They describe their responses to different imaginative texts by expressing opinions (for example, <i>en mi opinión, personalmente yo prefiero, estoy de acuerdo</i>), stating preferences (for example, <i>después de pensarlo, yo..., prefiero más bien...es buena/mala idea</i>), and comparing ways in which people, places and experiences are represented (for example, <i>mejor que... peor que...más... menos</i>). They draw on past experiences or future possibilities to create imaginative texts using regular (for example, <i>caminar, beber, vivir</i>) and irregular verbs (for example, <i>estar, tener, ir</i>) in a range of tenses including present (<i>vivo</i>), present perfect (<i>he vivido</i>), preterite (<i>viví</i>), imperfect (<i>vivía</i>) and future (<i>viviré</i>). They use descriptive vocabulary, such as numbers, adjectives (for example, <i>generoso, simpático, listo, amistoso, azul, rosa, café</i>) and adverbs (for example, <i>generalmente, raramente, nunca</i>), to extend and elaborate their texts. They use cohesive devices such as <i>y, o, porque, cuando, por eso, pero, puesto que, debido a, y, pues, para</i> and prepositions such as <i>antes del atardecer, dentro de la casa</i> in own language production to create cohesion. Students translate texts on familiar topics and produce texts in Spanish and English, comparing their different versions and considering possible explanations for variations. When participating in intercultural experiences they identify similarities and differences in language use and cultural expression. They identify significant people, places, events and influences in their lives and explain why these are important to their own sense of identity.</p> <p>Students know that in Spanish there are words that are spelled and pronounced the same but that have different meanings, such as <i>pila</i> (<i>pile or battery</i>), and that a word often takes on a different meaning when an accent is added, for example, <i>papá</i> ('father') and <i>papa</i> ('potato'), and the definite article <i>el</i> and pronoun <i>él</i> ('he' or 'him'). They use metalanguage to explain features of language, texts and grammar and to identify how text structures and language features vary between different types of texts.</p> <p>Students explain how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships. They identify how Spanish both influences and is influenced by other languages and is spoken in a variety of forms in communities around the world. They explain why meanings and reactions vary according to the cultural assumptions that people bring to intercultural experiences and interactions.</p>	<p>By the end of Level 10, students use written and spoken Spanish to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. They use language spontaneously to offer opinions on social issues and to discuss young people's interests, behaviours and values across cultural contexts. They justify opinions such as <i>No creo que sea la mejor manera de resolver...</i>, <i>Estoy en contra de esa idea porque...</i>, evaluate perspectives and reflect on their own language learning. They collaboratively plan and organise events and manage diverse views by using the subjunctive mood to express emotion and doubt and give negative commands (for example; <i>Siento que no puedas ir a La Habana, Es posible que compre un reproductor MP3, No pienso que sea ... Siento que estés enfermo ... ¡No grites tanto!</i>), the imperative mood for commands (for example, <i>Hazlo bien, Toma el jugo/zumo, Escríbeme, Llámala ...</i>), and passive voice when appropriate (for example, <i>se cometieron errores</i>).</p> <p>Students locate, analyse, synthesise and evaluate ideas and information on local and global issues from a range of perspectives and sources. They present information using different modes of presentation to suit different audiences and to achieve different purposes. They select appropriate nouns and adjectives to describe values and attitudes identified in different imaginative texts, such as <i>Ese joven no sirve para nada / Es un joven valiente, Ellos son ilegales / Ellos son los refugiados</i>. They produce a variety of imaginative texts that reflect ideas, attitudes or values associated with Spanish-speaking communities, applying knowledge of the imperfect (for example, <i>Cuando era joven vivíamos en Bogotá, Vivía en Granada cuando Pedro se graduó</i>) and conditional tenses (for example, <i>Valdría la pena ver los murales de Diego Rivera</i>). They use grammatical elements such as reflexive verbs (for example, <i>acostarse, cepillarse</i>) and relative pronouns (for example, <i>el amigo que visitamos</i>), and use cohesive devices (for example, <i>sin embargo, por eso, pero</i>) to link and extend ideas, and time markers such as <i>al día siguiente, después de..., más tarde...</i> for sequencing. When translating Spanish, students identify cultural perspectives and explain how they have been represented. They create bilingual texts that reflect aspects of language and culture for both English-speaking and Spanish-speaking audiences. They contribute to mutual understanding when participating in intercultural experiences, and explain how family and cultural traditions shape people's sense of identity.</p> <p>Students identify connections between the variety of other languages used in different communities in the Spanish-speaking world and explain some of the variations in Spanish, such as the pronunciation of the letters <i>c, s</i> and <i>z</i>, and different ways of pronouncing <i>ll</i> and <i>y</i>. They use appropriate metalanguage to explain grammatical features such as word order, tenses and subjunctive mood and the purpose and features of different texts, such as informative and persuasive texts. Students analyse the influence of language on peoples' actions, values and beliefs, including its capacity to include and exclude. They explain ways in which language and culture are interrelated and influence each other.</p>