Spanish – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation to Level 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 2, students interact with teachers and peers through action-related talk and play. They introduce themselves and exchange greetings such as *Buenos días/tardes/noches*, and farewells (for example, hasta pronto). They use simple repetitive language and respond to simple instructions when participating in classroom routines, games and shared activities, for example*, Sal de aquí, Párate en la puerta*. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce distinctive sounds of the Spanish language, including the sounds for the letters *ll, ñ, rr/r g/j, c* and *y*. Students identify specific words and expressions in simple texts, such as names of people, places or objects. They convey factual information about self, family, friends and favourite things at word and simple sentence level, for example*, Mi casa es grande, Nuestro ordenador es pequeño, Tu celular es nuevo*. They respond to and create simple spoken and written texts using modelled examples and formulaic language. Students use gender (for example, *el pastel/la torta*), simple verb forms (for example, *estudiar, comer, dormir*), definite articles and vocabulary related to familiar environments to describe people, places and things. Students translate frequently used words and simple phrases, using visual cues and word lists (for example, *clase, zapatos, camisa, teléfono/celular*) and create simple print and digital texts in both Spanish and English. They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures.Students know that Spanish uses the same alphabet as English when written, except for *ñ* as in *mañana* and *España*. They identify features of familiar texts and give examples of how different titles are used to address people in different situations (for example, *Doña Josefa, Don José, Tía*). They identify Spanish as one of many languages spoken in Australia and give examples of words that English and Spanish have borrowed from each other such as *chat*, ‘tortilla’, ‘fiesta’. Students identify differences and similarities between their own and others’ languages and cultures. | By the end of Level 2, students identify the different sounds and rhythms of the Spanish language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Spanish through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Spanish sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Spanish. They expand their repertoire of Spanish words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Spanish using simple metalanguage. They start to develop written competence by copying letters and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written Spanish language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.Students explore and recognise the influence of culture on language and identity. They recognise that Spanish is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).  | * Improved clarity and teachability, making the learning trajectory more evident. Ideas have been sequenced to broadly align with the strands and sub-strands, to make the achievement standard more manageable for teachers to use for assessing. The achievement standard focuses on skill development rather than individual Spanish linguistic elements, which now appear in the elaborations. Adaptations were also made to support learning progression with links to the Victorian Early Years Learning and Development Framework (VEYLDF)
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### Content descriptions

#### VC2 strand: Engaging with Spanish Language and Culture

#### Sub-strand: Engaging with Spanish Language

| **Victorian Curriculum F–10 Version 1.0** | **F01Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
|  | notice that Spanish looks and sounds different to other languagesVC2LS2E01 | * New
 |
|  | develop oral language skills through exploring and listening to the sounds and patterns of the languageVC2LS2E02 | * Newly created for the Engaging with Spanish Language and Culture strand and to show progression from VC2LS2E01
 |
|  | recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrasesVC2LS2E03 | * New
 |

##### Sub-strand: Engaging with Spanish Culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise what aspects of songs, stories, rhymes and pictures from Spanish-speaking cultures may look or feel similar or different to own language(s) and culture(s) (VCESC118) | explore connections between language and culture through play and/or imaginationVC2LS2E04 | * Refined to remove specific activities and added reference to ‘play’ to reflect links with VEYLDF
 |

#### VC2 strand: Communicating Meaning in Spanish

##### Sub-strand: Interacting in Spanish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things (VCESC109)Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions (VCESC111)Present factual information about self, family, friends and everyday objects using simple statements and support materials (VCESC113) | communicate using formulaic and modelled language relating to aspects of their personal worldVC2LS2C01 | * Combined and refined to broaden context to include all aspects of students’ personal world. Specific activities and topics have been moved to elaborations
 |
| Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (VCESC110) | participate in a range of guided language activities using formulaic expressions, and visual and spoken cuesVC2LS2C02 | * Refined for clarity, with references to pedagogy moved to elaborations
 |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks (VCESC112)Participate in shared reading, or viewing or listening to short imaginative texts and respond through mime, drawing and dance (VCESC114) | locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrasesVC2LS2C03 | * Combined and refined to improve teachability. Specific activities and topics have been moved to elaborations
 |
| Understand that the English and Spanish languages borrow words from each other (VCESU124) | explore and make meaning from sounds, words and phrases for familiar objects or terms in Spanish through play, and discover how languages influence each otherVC2LS2C04 | * Modified and expanded. Added reference to ‘explore’ and ‘play’ to reflect the nature of early language learning and to connect to VEYLDYF. Made explicit reference to progression by including ‘sounds, words and phrases’
 |

##### Sub-strand: Creating text in Spanish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression (VCESC115)Create simple print or digital texts that use both Spanish and English, such as labels, captions, wall charts and picture dictionaries (VCESC117)Present factual information about self, family, friends and everyday objects using simple statements and support materials (VCESC113) | create spoken and written texts using words, familiar phrases and modelled languageVC2LS2C05 | * Combined and refined for clarity and to be more concise. Activities and examples have been moved to elaborations
 |
| Translate frequently used words and simple phrases using visual cues and resources such as word lists (VCESC116) |  | * Removed
 |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing (VCESU120) | imitate the pronunciation and intonation of spoken Spanish, and understand how sounds are producedVC2LS2U01 | * Refined to focus only on oral/aural language skills, to reflect the nature of early learning. The references to reading and writing have been moved to VC2LS2U03 and VC2LS2U04
 |
| Present factual information about self, family, friends and everyday objects using simple statements and support materials (VCESC113) | identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrasesVC2LS2U02 | * Refined to reflect learning trajectory and skill development of early learners
 |
| Understand that language is organised as ‘text’ and recognise features of familiar texts such as charts, labels, rhymes and stories (VCESU122) |  | * Removed
 |
|  | recognise and explore how the Roman alphabet and features of language are used to construct meaning in SpanishVC2LS2U03 | * New
 |
| Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships (VCESU121) Recognise that in Spanish different words and language forms are used to address and greet people according to relationship, context and time of day (VCESU123)Understand that the English and Spanish languages borrow words from each other (VCESU124) | identify that written and spoken Spanish has grammatical structures and other language features that may be similar to or different from English and/or other languagesVC2LS2U04 | * Combined and refined to make it more concise. Specific Spanish language elements were moved to elaborations
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise themselves as belonging to groups, for example, ‘my friends’, ‘my class’, ‘my school’, ‘my family’ and ‘my community’ (VCESC119)Notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers (VCESU126)  | reflect on how language, culture and identity are interconnected and discuss how Spanish-speaking communities are similar to or different from othersVC2LS2U05 | * Combined and refined. Added reference to identity and broader language communities, and emphasised the interconnectedness of language and culture to support students’ own understanding of intercultural capability
 |
| Recognise that Spanish is one of many languages spoken around the world and in Australia (VCESU125) | identify where Spanish is used around the world and recognise that there are many different languages spoken in communities throughout AustraliaVC2LS2U06 | * Retained with slight rewording
 |

##

## Levels 3 and 4

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They use formulaic expressions when participating in classroom routines and collaborative activities, such as complimenting others (for example, *El bolso de Susana es hermoso*), requesting help (for example, *Necesito ayuda con mi bicicleta*) and seeking permission such as *¿Puedo ir al salón de informática?.* They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and the present + infinitive form (for example, *quiero cantar, quiero salir*) about aspects of their lives such as school, home and everyday routines (for example*, Mi escuela está cerca de mi casa, Me gusta la clase de español*). They approximate Spanish pronunciation and intonation in simple statements. Students gather information relating to own and others’ lifestyles and present information at sentence level in simple texts. They make simple statements about characters such *as La bruja es amable*, themes and their own reactions such as *El payaso está triste* in response to imaginative texts. They use modelled sentence structures to compose short original texts using conjunctions such as *y, o, porque* and *pero*, and prepositions such as *a, con, de* and *en*. Students use vocabulary related to school, home and lifestyles (for example, *divertido, alto, gordo, grande*). They use possessive adjectives (for example, *mi libro, nuestro coche*), adjectives (for example, *extraño, fantástico*), singular and plural forms (for example, *el árbol, la cafetería, las pelotas, los mensajes*) and regular verbs (for example, *cantar, correr, vivir*) in simple constructions. When writing, they apply punctuation and capitalisation rules. They translate short texts, using word lists and dictionaries and create simple bilingual texts. They use simple phrases and expressions that reflect cultural practices, for example, diminutives such as *Sarita, gatico*.Students differentiate between statements, commands, exclamations and questions according to intonation. They identify similarities and differences between some Spanish and English texts, recognising that familiar texts have characteristic features. They give examples of how language use varies according to the age, gender and relationship of participants, and of ways that languages change over time. They name some of the many languages that are spoken in Australia, and identify languages represented in the class and local community. They identify ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions such as *¿Me pasa el ipad por favor?* | By the end of Level 4, students use Spanish to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts.Students imitate the sound combinations and rhythms of spoken Spanish. They demonstrate their understanding that Spanish has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Spanish and make comparisons between Spanish and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Spanish language examples have been moved to elaborations to ensure the achievement standard is clear and succinct
 |

### Content descriptions

#### VC2 strand: Communicating Meaning in Spanish

##### Sub-strand: Interacting in Spanish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with teacher and peers to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes (VCESC127)Participate in everyday classroom exchanges such as responding to simple questions, asking permission, requesting help, asking how to say or write something, asking for repetition and complimenting others (VCESC129) | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressionsVC2LS4C01 | * Combined and refined. Specific examples and activities moved to elaborations to make it more concise
 |
| Participate in collaborative tasks and experiences such as creating and presenting a display or performance and following procedures and instructions (VCESC128) | participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structures VC2LS4C02 | * Refined to broaden context. Examples and activities moved to elaborations to make it more concise
 |

##### Sub-strand: Mediating Meaning in and between languages

|  |  |  |
| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | Comment |
| Gather and share information from peers and from texts relating to the Spanish-speaking world and to areas such as home, school, routines, responsibilities and interests (VCESC130)Read, view and listen to stories, children’s television programs and songs and make simple statements about characters, themes and reactions (VCESC132) | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal textsVC2LS4C03 | * Refined. Moved references to particular topics or resources to elaborations to broaden the context
 |
| Recognise that languages change with use over time and according to context (VCESU142)Create bilingual texts such as action games, songs, stories or photo captions, and identify and discuss aspects of culture represented in the texts (VCESC135)  | develop strategies to comprehend and produce Spanish, adjusting language to convey meaning and/or intercultural understanding in familiar contexts VC2LS4C04 | * Combined and refined. Intercultural element has been retained and strengthened
 |

##### Sub-strand: Creating text in Spanish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present information about personal or shared interests or experiences, using simple descriptive language and supporting resources such as tables, lists and images (VCESC131)Create short imaginative texts such as dialogues and stories using modelled language (VCESC133) Create bilingual texts such as action games, songs, stories or photo captions, and identify and discuss aspects of culture represented in the texts (VCESC135) Recognise that texts such as stories, emails and dialogues have particular characteristic features, and notice similarities and differences between some Spanish and English versions (VCESU140) | create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventionsVC2LS4C05 | * Combined and refined. Broadened texts and moved specific topics. Activities moved to elaborations
 |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements (VCESU138) | recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentencesVC2LS4U01 | * Refined
 |
| Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements (VCESU138)Notice and apply elements of Spanish grammar such as gender, singular/plural forms, adjectives, adverbs, verb forms, pronouns and prepositions in simple spoken, written and digital texts (VCESU139) Understand that language use varies according to the age and relationship of participants (VCESU141) | recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaningVC2LS4U02 | * Combined, refined and improved teachability by moving specific language elements to elaborations
 |
| Compare and explain simple texts or expressions in both Spanish and English, such as street signs, advertisements, sayings and greetings (VCESC134)Recognise that texts such as stories, emails and dialogues have particular characteristic features, and notice similarities and differences between some Spanish and English versions (VCESU140) | recognise and compare familiar Spanish language structures and features with those of English and/or other languages, using simple metalanguage VC2LS4U03 | * Combined and refined to make it more concise. Added explicit reference to metalanguage to support literacy development more broadly
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Discuss examples of ways in which the cultures of Spanish speakers influence everyday interactions such as expressions of respect and affection (VCESU144) Explore own sense of identity, for example, by discussing membership of groups such as a club, a country or a language-speaking community, and how these elements of identity are reflected in language use (VCESC137) Interact in Spanish using simple phrases and expressions, recognising how language reflects cultural practices (VCESC136) | identify connections between personal identity, language and aspects of cultureVC2LS4U04 | * Combined and refined to make it more concise. Specific examples and topics have been moved to elaborations
 |
| Identify the variety of languages represented in the school, local community and general Australian population (VCESU143) |  | * Removed
 |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Year 6, students use written and spoken Spanish for classroom interactions, to carry out transactions and to share information about personal interests, relate experiences and express feelings. They use modelled sentence structures to ask and respond to questions (for example, *¿quién?/¿quiénes?, ¿por qué?¿por dónde? sí, por supuesto*), seek clarification (for example, *¿Ella dice que apaguemos la computadora?*) and give advice (for example, *No debes comer tantos dulces*). When interacting, students use appropriate pronunciation of Spanish-specific sounds such as *ci/ca* and *ga/gi*, and intonation patterns. They gather information relating to language and culture and present it in different formats. They describe characters, experiences and ideas encountered in texts, and create short imaginative texts using structured models and descriptive and expressive vocabulary (*divertido, alto, gordo, grande*). They use regular and common irregular verbs in present tense (for example, *estudio español, voy a mi casa*), simple past tense (for example, *Ayer comí helado, Fueron a la cafetería*) and near future (for example, *Voy a ir a la playa, Vamos a comer frutas*). Students use pronouns (for example*, él/ella nosotros/as ellos/ellas, usted/ustedes/ vosotros/as*), prepositions (for example, *debajo de, por, al lado de, cerca de*), adverbs (for example, *muy, poco, bien, mal, lentamente*), agreement of nouns and adjectives (for example, *gente simpática, juegos divertidos*), and adverbs to mark time (for example, *hoy, ayer, mañana, ya, todavía*) and place (for example, *dentro de, encima de, a la izquierda, a la derecha*). They apply rules of punctuation such as question and exclamation marks (for example, *¿cuándo?, ¡cuidado!*) and accents (for example, *sofá, árbol, música*). They translate and interpret short texts, identifying aspects of the Spanish language and culture that are similar or different to their own and create bilingual texts for the classroom and school community. They describe their own experiences of using Spanish and identify ways in which learning and using Spanish may impact on their own identity.Students know that Spanish has its own rules for pronunciation and grammar and that language use must be adjusted to suit different contexts, situations and relationships (for example, *¡Hasta pronto Doña Clara! ¡Adiós chicos!*). They use metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with such as ‘verb’, ‘adverb’, ‘noun’ and ‘agreement’. Students identify Spanish as a global language and describe the distribution of communities of Spanish speakers in different countries and regions. They identify ways that languages change through contact with other languages and due to new technologies, and give examples of Spanish words used in English (for example, ‘patio’, ‘chocolate’) and words used in Spanish that are borrowed from other languages (for example, *chofer, carné, tenis, goLS, corner, kiwi, parking, gol, tiquet, chao*). They reflect on the language they use at home, at school and in the community and identify how young Spanish speakers would use language in the same contexts. | By the end of Level 6, students initiate and use strategies to maintain interactions in Spanish that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Spanish or English, adjusting their responses to context, purpose and audience. Students use modelled structures when creating and responding in Spanish. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in Spanish and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Spanish language examples have been moved to elaborations to ensure the achievement standard is clear and succinct
 |

### Content descriptions

#### VC2 strand: Communicating Meaning in Spanish

##### Sub-strand: Interacting in Spanish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact using descriptive and expressive language to share interests, special celebrations and leisure activities, and to express feelings, state preferences and give opinions (VCESC145)Interact in class activities and routines by asking and responding to questions, asking for clarification and making suggestions (VCESC147) | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment VC2LS6C01 | * Combined and refined to remove specificity and to be more concise. Specific examples and activities have been moved to elaborations
 |
| Interact using descriptive and expressive language to share interests, special celebrations and leisure activities, and to express feelings, state preferences and give opinions (VCESC145)Collaborate with peers to plan and conduct different elements of shared tasks, transactions or activities (VCESC146) | participate in activities that involve discussion with others, using language that expresses information, preferences and ideas VC2LS6C02 | * Combined and refined. Moved specific topics to elaborations to be more concise
 |

##### Sub-strand: Mediating meaning in and between languages

|  |  |  |
| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | Comment |
| Listen to, view and read texts in order to identify aspects of life in Spanish-speaking contexts and communities (VCESC148)Share and compare understandings and opinions about ideas encountered in imaginative Spanish-language texts such as works of art, fables, performances and television programs (VCESC150) | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose VC2LS6C03 | * Combined and refined to be more concise. Moved examples of topics and activities to elaborations for clarity
 |
| Listen to, view and read texts in order to identify aspects of life in Spanish-speaking contexts and communities (VCESC148)Translate simple texts that provide comparisons between cultural aspects of meaning-making in Spanish and English and note how language cannot always be directly translated (VCESC152) | apply strategies to interpret and convey meaning and/or intercultural understanding in Spanish in familiar non-verbal, spoken and written contextsVC2LS6C04 | * Combined and refined to be more concise
 |

##### Sub-strand: Creating text in Spanish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present information about aspects of language and culture in the Spanish-speaking world for specific audiences, using diagrams, charts, timelines and guided reports (VCESC149)Produce a variety of texts such as scripted performances, raps and digital stories using imaginary characters, places, ideas and events (VCESC151) | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text typeVC2LS6C05 | * Combined and refined. Moved examples of texts and activities to elaborations to be more concise
 |
| Create own bilingual texts and learning resources, such as displays, posters, word banks and glossaries for the classroom/school environment (VCESC153) |  | * Removed
 |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Attend to the pronunciation of sounds and intonation patterns used in social interactions and apply writing conventions such as question and exclamation marks (VCESU156) | apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency in words, phrases and sentencesVC2LS6U01 | * Refinements made for clarity, and to articulate a progression
 |
| Attend to the pronunciation of sounds and intonation patterns used in social interactions and apply writing conventions such as question and exclamation marks (VCESU156)Understand and use grammatical elements such as tenses, pronouns, prepositions, conjunctions, adverbs and noun-adjective agreements to construct simple texts for different purposes (VCESU157) | recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text typeVC2LS6U02 | * Combined and refined by moving specific language elements to the elaborations
 |
| Identify how different Spanish texts such as comics, cartoons, magazines or emails use language in ways that create different effects (VCESU158) |  | * Removed
 |
| Compare ways of communicating in particular Australian and Spanish-speaking contexts (VCESC154) Understand that the Spanish language constantly changes due to contact with other languages and the impact of new technologies (VCESU160) | compare Spanish language structures and features with those of English and/or other languages, using familiar metalanguage VC2LS6U03 | * Combined and refined. Strengthened comparison with ‘other languages’ to acknowledge Victoria’s multilingual students. Also added explicit reference to metalanguage to support literacy development more broadly
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Discuss how it feels to interact in a different language, what they understand by ‘identity’, and whether learning Spanish has any effect on their sense of self (VCESC155) Recognise that language use varies according to the contexts of situation and culture (VCESU159) Recognise that the Spanish language has different forms, roles and functions in different contexts and communities (VCESU161) | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication VC2LS6U04 | * Combined and refined for clarity and to make it more concise
 |
| Reflect on own language use at home, at school and in the community, considering how this may be interpreted by young Spanish speakers (VCESU162) |  | * Removed
 |

## Levels 7 and 8 (F–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Year 8, students use written and spoken Spanish for classroom interactions, to carry out transactions and to exchange views and experiences with peers and others in a range of contexts. They use rehearsed and spontaneous language to give and follow instructions and engage in discussions, such as expressing or rejecting points of view (for example, *¿Estás de acuerdo?, verdadero/falso, ¿qué te parece?, ¿cuándo?, ¿cómo?, ¿por qué?*). They apply appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types (for example, *¿Nos vamos?, ¡Nos vamos!, Pasó por aquí/Paso por aquí*), and use interrogative and imperative moods (for example, *¿Has comido? ¡Abre la puerta!*). 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 such as *a mí me parece…*, using different modes of presentation. They describe their responses to different imaginative texts by expressing opinions (for example, *en mi opinión, personalmente yo prefiero, estoy de acuerdo*), stating preferences (for example, *después de pensarlo, yo…, prefiero más bien...es buena/mala idea*), and comparing ways in which people, places and experiences are represented (for example, *mejor que… peor que….más... menos*). They draw on past experiences or future possibilities to create imaginative texts using regular (for example, *caminar, beber, vivir*) and irregular verbs (for example, *estar, tener, ir*) in a range of tenses including present (*vivo*), present perfect (*he vivido*), *preterite (viví)*, imperfect (*vivía*) and future (*viviré*). They use descriptive vocabulary, such as numbers, adjectives (for example,*generoso, simpático, listo, amistoso, azul, rosa, café*) and adverbs (for example, *generalmente, raramente, nunca*), to extend and elaborate their texts. They use cohesive devices such as *y, o, porque, cuando, por eso, pero, puesto que, debido a, y, pues, para* and prepositions such as *antes del atardecer, dentro de la casa* 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.Students know that in Spanish there are words that are spelled and pronounced the same but that have different meanings, such as *pila* (pile or battery), and that a word often takes on a different meaning when an accent is added, for example*, papá* (‘father’) and *papa* (‘potato’), and the definite article *el* and pronoun *él* (‘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. 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. | By the end of Level 8, students initiate and maintain Spanish-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Spanish to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.Students apply the conventions of spoken Spanish and continue to enhance their fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Spanish text, using some metalanguage. They reflect on how the Spanish language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Spanish language examples have been moved to elaborations to ensure the achievement standard is clear and succinct
 |

### Content descriptions

#### VC2 strand: Communicating Meaning in Spanish

##### Sub-strand: Interacting in Spanish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Participate in a range of spoken, written and online interactions, for example, exchanging views and experiences, apologising, thanking, inviting or congratulating (VCESC163)Engage in class activities and discussions through asking and responding to open-ended questions, and expressing or rejecting points of view (VCESC165) | initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to othersVC2LS8C01 | * Combined and refined by moving prescribed examples of activities to elaborations
 |
| Engage in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and transacting (VCESC164) | use language to negotiate and problem-solve collaboratively to plan projects and eventsVC2LS8C02 | * Refined to place emphasis on language use
 |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse and summarise key ideas and information from a variety of texts on a range of topics (VCESC166) Respond to a variety of imaginative texts by expressing opinions and comparing the ways in which people, places and experiences are represented (VCESC168) | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience VC2LS8C03 | * Combined and refined to be more concise. Added reference to the skill of viewing
 |
| Analyse and summarise key ideas and information from a variety of texts on a range of topics (VCESC166) Reflect on how cultural values and ideas are embedded in language and influence intercultural interactions and experiences (VCESU180) | apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contextsVC2LS8C04 | * Combined and refined
 |

##### Sub-strand: Creating text in Spanish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences (VCESC167) Create texts about imagined characters, contexts and experiences to engage and entertain others (VCESC169) | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and contextVC2LS8C05 | * Combined and expanded
 |
| Translate and interpret a range of texts, compare own version with others’ and discuss reasons for any variations (VCESC170) |  | * Removed
 |
| Produce short bilingual texts such as digital stories, comics and blogs, and discuss how language reflects culture (VCESC171) |  | * Removed
 |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Develop more consistent control of the rhythms and intonation of spoken Spanish and of the features of the writing system (VCESU174) Examine how elements of communication, including gestures, facial expressions and use of silence, vary according to context, situation and relationships across languages and cultures (VCESU177) | apply conventions of spoken Spanish to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts VC2LS8U01 | * Combined and refined to make it more concise
 |
| Develop more consistent control of the rhythms and intonation of spoken Spanish and of the features of the writing system (VCESU174)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 (VCESU175) 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 (VCESU176) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LS8U02 | * Combined and refined. Moved specific language elements to elaborations to make it more concise
 |
| Understand the dynamic nature of languages (VCESU178) | reflect on the structures and features of Spanish, and compare them with English and/or other languages, using some metalanguageVC2LS8U03 | * Expanded to provide additional knowledge and skills, improving teachability
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on intercultural communication, commenting on perceived similarities and differences in language used and on aspects of culture (VCESC172) Identify significant people, places, events and influences in own and others’ lives and explain why they are important to their sense of identity (VCESC173)Reflect on how cultural values and ideas are embedded in language and influence intercultural interactions and experiences (VCESU180) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LS8U04 | * Combined and refined. Moved specific examples of activities to elaborations to be more concise
 |
| Investigate the nature and extent of Spanish language use in both Australian and global contexts (VCESU179) |  | * Removed
 |

## Levels 9 and 10 (F–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 *No creo que sea la mejor manera de resolver…, Estoy en contra de esa idea porque…*, 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; *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!*), the imperative mood for commands (for example, *Hazlo bien, Toma el jugo/zumo, Escríbeme, Llámala …*), and passive voice when appropriate (for example, *se cometieron errores*). 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 *Ese joven no sirve para nada / Es un joven valiente, Ellos son ilegales / Ellos son los refugiados*. 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, *Cuando era joven vivíamos en Bogotá, Vivía en Granada cuando Pedro se graduó*) and conditional tenses (for example, *Valdría la pena ver los murales de Diego Rivera*). They use grammatical elements such as reflexive verbs (for example, *acostarse, cepillarse*) and relative pronouns (for example, *el amigo que visitamos*), and use cohesive devices (for example, *sin embargo, por eso, pero*) to link and extend ideas, and time markers such as *al día siguiente, después de…, más tarde…* 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.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 *c*, *s* and *z*, and different ways of pronouncing *ll* and *y*. 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. | By the end of Level 10, students contribute to and extend interactions in Spanish in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language structures and features to enhance meaning and cohesion.Students incorporate the features and conventions of spoken Spanish to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They analyse Spanish texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Spanish to evaluate how this learning influences their ideas and ways of communicating. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Spanish language examples have been moved to elaborations to ensure the achievement standard is clear and succinct
 |

### Content descriptions

#### VC2 strand: Communicating Meaning in Spanish

##### Sub-strand: Interacting in Spanish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Discuss and compare young people’s interests, behaviours and values across cultural contexts (VCESC181)Engage in class discussions and debates, justifying opinions, evaluating perspectives and reflecting on own language learning (VCESC183) | initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to othersVC2LS10C01 | * Combined and refined to broaden context
 |
| Engage in shared activities such as planning and organising events by contributing ideas, opinions and suggestions and managing diverse views (VCESC182)Engage in class discussions and debates, justifying opinions, evaluating perspectives and reflecting on own language learning (VCESC183) | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences VC2LS10C02 | * Combined and refined to place emphasis on communication rather than on activities. Activities moved to elaborations to make it more concise
 |

#####  Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse, synthesise and evaluate ideas and information from multiple sources on a range of local and global issues (VCESC184)Convey information on a range of issues using different modes of presentation to suit different audiences (VCESC185) | interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience VC2LS10C03 | * Combined to be more concise and refined to more explicitly articulate the macro skills, including the skill of viewing, to align with VCE
 |
| Engage with and review creative texts, identifying and explaining cultural attitudes and key messages (VCESC186) | apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsVC2LS10C04 | * Refined. Expanded ‘cultural attitudes’ to ‘intercultural understanding’
 |
| Translate both Spanish and English texts, and discuss cultural and other dimensions of the process (VCESC188) |  | * Removed
 |

##### Sub-strand: Creating text in Spanish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Convey information on a range of issues using different modes of presentation to suit different audiences (VCESC185)Produce a variety of imaginative texts to express ideas, attitudes and values for a range of audiences (VCESC187) | create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiencesVC2LS10C05 | * Combined and refined to make it more concise. Broadened references to texts
 |
| Create bilingual texts that interpret aspects of Australian language and culture for Spanish-speaking audiences (VCESC189) |  | * Removed
 |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise that pronunciation, intonation, rhythm and pace assist in fluency and in meaning-making in spoken interactions (VCESU192) | apply features and conventions of spoken Spanish to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts VC2LS10U01 | * Refined. Added ‘extend fluency’ to reflect learning progression
 |
| 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 (VCESU193) | apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LS10U02 | * Refined to move specific language elements to elaborations
 |
| 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 (VCESU194) | reflect on and evaluate Spanish texts, using metalanguage to analyse language structures and featuresVC2LS10U03 | * Refined to be more concise by moving examples of texts to elaborations. Retained explicit reference to metalanguage to support literacy development more broadly
 |
| Analyse how language use in both spoken and written modes varies according to the geographical location and cultural profile of Spanish-speaking communities (VCESU195) |  | * Removed
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand and analyse the power of language to influence people, actions, values and beliefs (VCESU196)Understand and describe ways in which language and culture are interrelated and influence each other (VCESU198) Participate in intercultural experiences, reflecting on own ways of communicating and considering how intercultural communication involves shared responsibility for meaning-making (VCESC190) Explore and compare cultural traditions in both the Spanish-speaking world and their own cultural contexts, considering how these influence identity (VCESC191) | reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating VC2LS10U04 | * Combined and refined for clarity. Examples of activities moved to elaborations
 |
| Investigate the variety of languages used in different communities in the Spanish-speaking world, for example, Mapudungun, Basque/Euskera and Náhuatl (VCESU197) |  | * Removed
 |

## Levels 7 and 8 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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*). | By the end of Level 8, students use Spanish to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Spanish or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.Students begin to use pronunciation, intonation and rhythm in spoken Spanish to develop fluency. They demonstrate understanding that Spanish has conventions for non-verbal, spoken and written communication. They comment on aspects of Spanish and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Spanish language examples have been moved to elaborations to ensure the achievement standards is clear and succinct
 |

### Content descriptions

#### VC2 strand: Communicating Meaning in Spanish

##### Sub-strand: Interacting in Spanish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with teacher and peers to exchange information about self, family, friends and leisure activities, and to express feelings, likes and dislikes (VCESC001) | interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worldsVC2LS8CM01 | * Refined. Removed prescribed topics to broaden context
 |
| Participate in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions (VCESC003) | develop language to interact in exchanges, routines and tasks related to their classroom and interests VC2LS8CM02 | * Refined. Moved specific activities to elaborations
 |
| Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating (VCESC002) | engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environmentVC2LS8CM03 | * Refined by broadening types of interactions
 |

##### Sub- strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Obtain factual information from a range of spoken, written and digital texts, identify key points and use the information in new ways (VCESC004)Engage with imaginative and creative texts such as narratives, poems, songs, films or comics, comparing favourite elements and discussing characters, events and ideas (VCESC006) | locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience VC2LS8CM04 | * Combined and refined to make it more concise. Added more explicit reference to the macro skills including viewing. Examples of specific texts and activities shifted to elaborations
 |
| Obtain factual information from a range of spoken, written and digital texts, identify key points and use the information in new ways (VCESC004) Recognise and describe features of familiar types of texts, and notice how these contribute to the making of meaning (VCESU014) Understand that Spanish, like all languages, is used in different ways according to roles, relationships and social and cultural contexts (VCESU015) | develop and apply strategies to interpret and respond to Spanish texts, and to convey meaning and intercultural understanding in Spanish in familiar contexts VC2LS8CM05 | * Combined and refined to make it more concise
 |

##### Sub-strand: Creating text in Spanish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present information on selected topics in spoken, written and digital forms (VCESC005) Create short imaginative texts such as cartoons, raps and stories to communicate own ideas, experiences and emotions (VCESC007) | create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventionsVC2LS8CM06 | * Combined and refined, removing references to ‘imaginative’ texts to broaden context
 |
| 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 (VCESC008) |  | * Removed
 |
| Create simple bilingual texts such as learning resources, online announcements, games and displays for use in the classroom, school or wider community (VCESC009) |  | * Removed
 |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCESU012)Present information on selected topics in spoken, written and digital forms (VCESC005)  | recognise and apply the sounds and conventions of spoken Spanish to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contextsVC2LS8UL01 | * Combined and refined to make it more concise. Added reference to ‘develop fluency’ to support the learning progression. Moved examples of language elements to the elaborations
 |
| 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 (VCESU012)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 (VCESU013) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LS8UL02 | * Combined and refined by moving specific language elements to elaborations. Added reference to audience and text type, supporting students to create texts for a range of specific purposes
 |
| Understand the dynamic nature of languages (VCESU016) | compare the structures and features of Spanish with English and/or other languages using some metalanguageVC2LS8UL03 | * Expanded and added comparison with other languages, to acknowledge Victoria’s multilingual student population. Added explicit reference to metalanguage to support literacy development more broadly
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise the interconnected relationship between language and culture (VCESU018) Notice while participating in intercultural activities that interaction involves culture as well as language (VCESC010) Consider how aspects of identity such as family background, age and interests impact on intercultural exchange (VCESC011) | recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LS8UL04 | * Combined and refined to be more concise. Specific ideas and activities moved to elaborations
 |
| Recognise that Spanish is a global language that is spoken in a variety of forms in different communities around the world, including Australia (VCESU017) |  | * Removed
 |

## Levels 9 and 10 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 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 of *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 Guaraní 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. | By the end of Level 10, students initiate and sustain Spanish to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Spanish or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Spanish to create texts.Students apply features and conventions of spoken Spanish to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of Spanish texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Spanish, to discuss how this influences their ideas and ways of communicating. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Spanish language examples have been moved to elaborations to ensure the achievement standard is clear and succinct
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### Content descriptions

#### VC2 strand: Communicating Meaning in Spanish

##### Sub-strand: Interacting in Spanish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Socialise, exchange and compare ideas and opinions in relation to issues relevant to their own lives and interests, such as relationships, events and aspirations (VCESC019) | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worldsVC2LS10CM01 | * Refined. Moved the teaching and learning examples to elaborations to make it more concise
 |
| 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 (VCESC020)Plan and evaluate collaborative activities and tasks that involve expressing and comparing opinions (VCESC021) | use Spanish language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss VC2LS10CM02 | * Combined and refined to make it more concise
 |
| Plan and evaluate collaborative activities and tasks that involve expressing and comparing opinions (VCESC021) | use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peersVC2LS10CM03 | * Refined wording
 |

#####  Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse and interpret information, ideas and perspectives obtained from a range of spoken, written and digital texts and present these in new forms (VCESC022)Organise and present critical perspectives on information obtained from different sources to a variety of audiences (VCESC023) Respond to a range of imaginative oral, print and digital texts by interpreting or modifying them to express own ideas and feelings (VCESC024) | interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audienceVC2LS10CM04 | * Combined and refined to be more concise. Articulated the macro skills, including the skill of viewing, to align with VCE
 |
| Analyse textual features of spoken, written and digital texts and consider how they shape meaning and influence responses (VCESU032) | apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsVC2LS10CM05 | * Refined to focus on development of essential skills and strategies. Added reference to ‘intercultural understanding’
 |
| Translate texts from Spanish into English and vice versa, noticing and explaining words or expressions that are culturally specific and difficult to translate (VCESC026) |  | * Removed
 |

##### Sub-strand: Creating text in Spanish

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Express creative ideas and imagined experiences that relate to the cultures of Spanish-speaking communities using a variety of texts (VCESC025) | create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences VC2LS10CM06 | * Expanded to broaden context. Added reference to language, context and audience, supporting students to create texts for a range of specific purposes
 |
| Create bilingual texts such as displays, explanatory or promotional material or performances for immediate and virtual environments (VCESC027) |  | * Removed
 |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCESU030) | apply features and conventions of spoken Spanish to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contextsVC2LS10UL01 | * Refined and added ‘extend fluency’ to support the learning progression. Moved specific language elements to the elaborations to make it more concise
 |
| 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 (VCESU030)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 (VCESU031) Recognise that Spanish is used in a variety of ways to achieve different purposes in different contexts (VCESU033) | apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LS10UL02 | * Combined and refined. Moved specific Spanish language elements to elaborations. Added ‘a range of texts’ to reinforce the use of grammatical structures in a range of communicative contexts. Included reference to ‘some complex structures’ to support progression
 |
|  | reflect on and evaluate Spanish texts, using metalanguage to discuss language structures and featuresVC2LS10UL03 | * New
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Consider own reactions when engaging with Spanish speakers and resources and how these may reflect aspects of own language and culture (VCESC028)Consider and discuss the relationship between language, culture and identity (VCESC029)Understand the role of language and culture in shaping cultural identity and consider how learning a second language encourages a broadening of perspectives (VCESU036) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating VC2LS10UL04 | * Combined and refined for clarity and to remove repetition
 |
| Examine ongoing changes in Spanish as a language of local and international communication, considering the power of language to both influence and reflect culture (VCESU034) |  | * Removed
 |
| Understand how language diversity reflects local and global variations in social and cultural histories (VCESU035) |  | * Removed
 |