

# Year 11 Spanish

## General senior subject – 2025 Senior Syllabus

General

### Recommendation

A Sound Achievement (C) or above in Year 10 German. In the event that a student has Spanish language ability but has not previously undertaken formal study, a diagnostic test must be conducted to determine a student's suitability to engage with the subject.

### Rationale

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Spanish-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding. Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences. Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences. For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Spanish is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens. Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

### Objectives

The syllabus objectives outline what students have the opportunity to learn.

#### 1. **Comprehend Spanish to understand information, ideas, opinions and experiences.**

When students understand information, ideas, opinions and experiences in Spanish, they determine meaning and respond to texts.

#### 2. **Identify tone, purpose, context and audience to infer meaning.**

When students identify tone, purpose, context and audience, they demonstrate understanding of language and meaning within texts.

#### 3. **Analyse and evaluate information and ideas to draw conclusions.**

When students interpret and make judgments about information and ideas, they draw conclusions to make meaning and/or develop points of view.

#### 4. Apply knowledge of language elements of Spanish to construct meaning.

When students apply knowledge of a wide range of grammatical structures and a wide variety of vocabulary to create texts, they use their knowledge of Spanish to construct points of view and communicate with accuracy.

#### 5. Structure, sequence and synthesise information to justify opinions and perspectives.

When students structure, sequence and synthesise information in a range of contexts and for a range of purposes, they exchange and justify opinions, ideas and perspectives in Spanish.

#### 6. Communicate using contextually appropriate Spanish.

When students use strategies to communicate in Spanish in a range of modes, they use knowledge of language to establish meaning and awareness of sociolinguistic conventions to exchange ideas. They display coherence and show understanding of language and culture.

### Delivery (mode, time requirements, lessons)

Lessons are delivered via an online platform. Students have access to scheduled lessons. They are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

### Student requirements

Computer, access to email and internet, telephone, USB headset with microphone, exercise book, Spanish-English bilingual dictionary and stationery.

### Structure

Unit 1	Unit 2
<b>Mi mundo - My world</b> <ul style="list-style-type: none"><li>Family/carers</li><li>Peers</li><li>Education</li></ul>	<b>La exploración de nuestro mundo - Exploring our world</b> <ul style="list-style-type: none"><li>Travel and exploration</li><li>Social customs</li><li>Spanish influences around the world</li></ul>

### Assessment

#### Formative assessment

Unit 1		Unit 2	
Formative internal assessment 1 (IA1): Examination — short response	20%	Formative internal assessment 3 (IA3): Multimodal presentation and interview	30%
Formative internal assessment 2 (IA2): Examination — extended response	25%	Formative internal assessment (IA4): Examination — combination response	25%

The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

**Disclaimer** All of the above information is accurate at the time of publication.