



## Year 10 Spanish

### Recommendation

Year 10 Spanish is designed as a continuer course and a Sound Achievement (C) in Year 9 Spanish is strongly recommended. In the event that a student has Spanish Language ability but has not previously undertaken formal study, an interview with the Spanish teacher or a diagnostic test can be arranged to determine a student's ability to engage with the subject at the same level as their same-aged peers.

### Achievement

By the end of Year 10, students interact in written and spoken Spanish to communicate about personal experiences, relationships and aspirations, and broader local and global issues such as the environment, social media and tourism, including issues that pertain to Spanish-speaking countries. Learners interact with peers to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language and appropriate protocols to express and compare opinions, share perspectives, and express agreement or disagreement. 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. 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, relative clauses and adverbial phrases 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. 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. They use metalanguage to explain features of language and grammar, and for reflecting on the experience of Spanish language and culture learning. They identify relationships between parts of words and stems of words, and how word patterns connect words in semantic families. 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.

### Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Communicating in target language** in a variety of contexts
- **Understanding** the culture of the target language and the systems, variations and roles of languages, in contexts.

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

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

### Student Requirements

Computer, access to internet, email, printer, scanner, headset with microphone, notebook, stationery.

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<b>Units and Learning Experiences, Summative Assessment, Criteria Assessed, Approximate timing/due date of summative assessment</b>	
<b>Semester 1</b>	<b>Term 1</b>
	<p><b>Unit 1. Viajes y vacaciones – Holidays and Travel</b>            In this unit students explore holiday destinations and travel. Students will explore popular holiday destinations for Hispanic and Australian teenagers. They will reflect on memorable holidays and holiday experiences and learn functional language to use in various scenarios as a tourist in Spanish speaking country.</p>
	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• Comprehending and Listening Task – Week 9</li> <li>• Multimodal presentation with audio – Week 9</li> </ul>
	<b>Term 2</b>
<b>Semester 2</b>	<p><b>Unit 2. What are life stories? – Historias de vida.</b>            In this unit, students explore the life stories of young people in Hispanic countries and Australia. Students discuss significant events that contribute to personal life stories and analyse texts about the life stories of young Spanish-speaking people. They write biographical texts about young Hispanics and reflect on what aspects of identity are conveyed through biographical texts.</p>
	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• Writing Task – Week 9</li> <li>• Speaking Task – Week 9</li> </ul>
	<b>Term 3</b>
	<p><b>Unit 3. What are social issues? – Problemas sociales.</b>            In this unit students explore the social issues in Latin America, Spain and Australia. Students discuss perspectives about environmental issues in Spanish speaking countries and Australia: endangered animals, food miles, rubbish and recycling, fair trade and immigration. They use the conditional mood and the imperative tense to create a portfolio of work that includes the creation of a product from recycled materials or a food mile recipe, with bilingual text.</p>
<b>Semester 2</b>	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• Listening/Reading Test – Week 9</li> <li>• Portfolio- Writing/Speaking Task – Week 9</li> </ul>
	<b>Term 4</b>
	<p><b>Unit 4. Future plans – Los planes futuros.</b>            In this unit students communicate about school life, graduating from school, future plans. and work prospects for the future. Students respond to conversations about youth and work and use the future tense to express future plans and aspirations.</p>
	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• Reading and Listening Task – Week 6</li> </ul>

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