

LANGUAGES

CONSULTATION CURRICULUM

Italian – Comparative information F–10 and 7–10

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COMPARISON OF CURRENT AND REVISED CURRICULUM IN LANGUAGES: ITALIAN

The following comparative data refers to the two sequences (Foundation to Year 10 and Years 7 to 10).

Content descriptions: Foundation (new)

Content descriptions	
Proposed	with support, recognise and communicate meaning in Italian (AC9LITF01)
Proposed	explore, with support, language features of Italian noticing similarities and differences between Italian and English (AC9LITF02)
Proposed	explore connections between language and culture (AC9LITF03)
Achievement standard	
By the end of the Foundation year, students use play and imagination to interact and create Italian texts, with support. They identify that Italian and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.	

Content descriptions: Years 1 to 6

Strand			
Original	Communicating		
Proposed	Communicating in Italian		
Sub-strand			
Original	Socialising		
Proposed	Interacting in Italian		
Content descriptions	Years 1 and 2 <i>Students learn to:</i>	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play [Key concepts: self, family, friendship; Key processes: participating, playing, observing] (ACLITC001)	Interact and socialise with the teacher and peers to exchange personal information and describe people, places, things and everyday routines relating to self, school and home [Key concepts: routine, home; Key processes: describing, interacting, responding] (ACLITC020)	interact to share interests, leisure activities, feelings, opinions and preferences [Key concepts: leisure, neighbourhood; Key processes: exchanging, corresponding] (ACLITC039)
Original	Participate in classroom routines, games, instructions and shared activities [Key concepts: routine, play, sharing, reward; Key process: expressing preferences] (ACLITC004)	Participate in collaborative action in class experiences and activities [Key concepts: occasion, community; Key processes: describing, inviting] (ACLITC021)	Take action, make shared decisions and organise shared experiences [Key concepts: environment, plan; Key processes: participating, reflecting] (ACLITC040)
Original		Participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complimenting	

		[Key concepts: collaboration, school life; Key processes: negotiating, discussing, connecting] (ACLITC023)	
Proposed	recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions (AC9LIT2C01)	initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions (AC9LIT4C01)	initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment (AC9LITC01)
Original	Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song [Key concept: exchange; Key processes: sharing, deciding together] (ACLITC002)	Participate in everyday transactions to obtain goods [Key concepts: need, desire; Key processes: deciding, negotiating] (ACLITC022)	Participate in simple transactions such as purchasing and ordering goods and services [Key concepts: service, transaction; Key processes: transacting, exchanging, planning] (ACLITC041)
Original	Participate in real or simulated transactions using simple language and gestures in activities and games involving buying and selling [Key concept: exchange; Key processes: exchanging, describing] (ACLITC003)		Interact in classroom activities and create shared class routines [Key concepts: routine, class culture; Key processes: explaining, participating, sharing] (ACLITC042)
Proposed	participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues (AC9LIT2C02)	participate in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures (AC9LIT4C02)	participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas (AC9LIT6C02)

Sub-strand	
Original	Informing
Proposed	<i>Removed</i>
Sub-strand	
Original	Translating
Proposed	<i>Removed</i>

Sub-strand	
Original	Reflecting
Proposed	<i>Removed</i>

Sub-strand New			
Original	Informing; Translating; Reflecting		
Proposed	Mediating in and between languages		
Content descriptions	Years 1 and 2 <i>Students learn to:</i>	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Locate specific items of information in texts using early literacy skills [Key concepts: text, observation, number, meaning; Key processes: noticing, decoding, selecting] (ACLITC005)	Obtain and process factual information about people, routines, responsibilities and interests [Key concepts: routine, events, time; Key processes: identifying, recording, categorising, selecting] (ACLITC024)	Listen to, view and read texts and gather information from a range of sources, including concepts drawn from other learning areas [Key concepts: lifestyle, leisure, health/wellbeing; Key processes: selecting, researching, comparing, synthesising] (ACLITC04)
Original	Participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of expression [Key concepts: story, imagination, response, character; Key processes: participating, responding, predicting, performing; Key text type: narrative/story] (ACLITC007)	Listen to, view and read a range of imaginative texts for children, and discuss messages and impressions [Key concepts: story, drama, message; Key processes: viewing, reading, predicting, describing, discussing; Key text types: narrative, song, poetry] (ACLITC026)	share and compare opinions about ideas in imaginative texts [Key concepts: description, story, narrative; Key processes: comparing, reviewing; Key text types: recount, narrative, biographical description] (ACLITC045)
Proposed	locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases (AC9LIT2C03)	locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts (AC9LIT4C03)	locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose (AC9LIT6C03)

Original	Begin noticing what is 'new' or 'interesting' in Italian language and culture and recognising similarities and differences between Italian and Australian cultural practices and related language use [Key concepts: self, other, respect; Key processes: noticing, identifying] (ACLITC011)	Translate texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English [Key concepts: translation, comparison; Key processes: translating, explaining] (ACLITC028)	Represent information appropriately for different audiences, using a variety of modes [Key concepts: learning area concepts; Key processes: connecting, informing] (ACLITC044)
Original	Identify and describe aspects of self in relation to others [Key concepts: family, self, identity; Key processes: connecting, relating, observing] (ACLITC012)		Translate texts, recognising that words and meanings do not always correspond across languages, and expanding descriptions or giving examples where necessary to assist meaning [Key concepts: alternative, equivalence; Key processes: translating, comparing] (ACLITC047)
Original			Recognise that language use varies according to the contexts of situation and culture (ACLITU054)
Proposed	notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines (AC9LIT2C04)	develop strategies to comprehend and adjust Italian language in familiar contexts to convey cultural meaning (AC9LIT4C04)	apply strategies to interpret and convey meaning in Italian language in familiar spoken, written and non-verbal cultural contexts (AC9LIT6C04)

Sub-strand			
Original	Creating		
Proposed	Creating texts in Italian		
Content descriptions	Years 1 and 2 <i>Students learn to:</i>	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>

Original	Give factual information about known people, everyday objects, family celebrations and personal experiences [Key concepts: self, ownership/possession, celebration; Key process: conveying information] (ACLITC006)	Give factual information about people, objects, places and events in texts supported by graphics or illustrations [Key concepts: information, fact; Key processes: describing, presenting] (ACLITC025)	Create imaginative texts for different audiences such as digital stories and raps using imaginary characters, places, ideas and events [Key concepts: text, imagination; Key processes: exchanging, performing, creating; Key text types: narrative, description, song lyrics] (ACLITC046)
Original	Create stories and perform imaginary experiences [Key concepts: performance, expression; Key processes: miming, performing] (ACLITC008)	Create short, simple imaginative texts for different audiences [Key concepts: character, narrative; Key processes: interacting, creating] (ACLITC027)	Create simple bilingual texts and discuss what translates easily or not [Key concepts: translation, explanation; Key processes: identifying, selecting, modifying] (ACLITC048)
Original	Share with others what they can express in Italian, and explain how meanings are similar or different [Key concepts: code, translation; Key processes: comparing, explaining] (ACLITC009)	Create simple bilingual texts [Key concepts: meaning, equivalence; Key processes: comparing, explaining] (ACLITC029)	
Original	Create a personal or shared record of 'interesting' words in Italian [Key concepts: similarity, difference; Key process: comparing] (ACLITC010)	Understand that language use varies according to the participants' age, gender and relationship, and the context of use (ACLITU035)	
Original	Recognise that Italian and English borrow words from each other (ACLITU017)		
Proposed	use words, familiar phrases and modelled language to create spoken, written and multimodal texts (AC9LIT2C05)	create and present informative and imaginative spoken and written texts using formulaic expressions, simple phrases and sentences and modelled textual conventions (AC9LIT4C05)	create and present a range of spoken and written texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type (AC9LIT6C05)
Original			

Proposed			demonstrate understanding of how language reflects culture by beginning to use words and expressions that reflect cultural practices and conventions (AC9LIT6C06)
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Strand			
Original	<i>Understanding</i>		
Proposed	<i>Understanding language and culture</i>		
Sub-strand			
Original	Systems of language		
Proposed	Understanding systems of language		
Content descriptions	Years 1 and 2 <i>Students learn to:</i>	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Reproduce the sounds of the Italian language (ACLITU013)	Experiment with pronunciation and intonation and use rules of spelling (ACLITU032)	Develop pronunciation and intonation of Italian-specific sounds (ACLITU051)
Proposed	recognise and imitate the sounds and rhythms of Italian (AC9LIT2U01)	recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Italian to form words and phrases (AC9LIT4U01)	apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases (AC9LIT6U01)
Original	Understand that language is organised as texts (ACLITU015)	Use key grammatical structures to form simple sentences, including the use of possessive pronouns, prepositions, definite and indefinite articles, and gender and singular/plural forms (ACLITU033)	Use grammatical knowledge, to interpret and create meaning in Italian (ACLITU052)
Original		Recognise how grammatical structures are used to form simple texts (ACLITU034)	Notice and use distinctive features of text organisation in Italian (ACLITU053)

Proposed	recognise that the Roman alphabet is used to construct meaning in texts in Italian (AC9LIT2U02)	recognise Italian language conventions, grammatical structures and basic syntax in familiar texts and contexts (AC9LIT4U02)	apply modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LIT6U02)
Original	Notice and use some aspects of the Italian language system, including gender forms, simple sentence structures and the placement of adjectives (ACLITU014)	Understand that languages change with use over time (ACLITU036)	
Proposed	notice that Italian has features that may be similar to or different from English (AC9LIT2U03)	recognise familiar Italian language features and compare with those of English, in known contexts (AC9LIT4U03)	use familiar metalanguage to compare some Italian language functions, structures and features with those of English, in known contexts (AC9LIT6U03)

Sub-strand	
Original	Language variation and change
Proposed	<i>Removed</i>

Sub-strand			
Original	Language variation and change; Role of language and culture		
Proposed	Understanding the interrelationship of language and culture		
Content descriptions	Years 1 and 2 <i>Students learn to:</i>	Years 3 and 4 <i>Students learn to:</i>	Years 5 and 6 <i>Students learn to:</i>
Original	Recognise that different words are used in Italian to address and greet different people according to relationship, setting and time of the day (ACLITU016)	Compare experiences, noticing how these are influenced by language and culture and how readily they may be expressed in Italian [Key concept: assumption; Key process: comparing] (ACLITC030)	Compare everyday social experiences and related language use and consider own responses and reactions and those of others [Key concept: intercultural understanding; Key processes: comparing, reflecting, connecting] (ACLITC049)

Original	Understand that Italian is one of many community languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages (ACLITU018)	Express aspects of own identity reflected in various group and community memberships, including their developing bilingual identity [Key concept: membership; Key process: representing] (ACLITC031)	Share aspects of own identity such as appearance, character, background, family, preferences and experiences, including own role as a learner of Italian, and consider how these aspects contribute to identity formation [Key concept: intracultural understanding; Key processes: sharing, connecting, reflecting] (ACLITC050)
Original	Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures (ACLITU019)	Understand that Italian is spoken in a variety of forms within and outside of Italy (ACLITU037)	Recognise the dynamic nature of language and culture (ACLITU055)
Original		Compare and reflect on different cultural practices and the ways in which language use reflects culture-specific ideas (ACLITU038)	Understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of Australian society (ACLITU056)
Original			Reflect on their own assumptions about the values, beliefs and cultural norms of Italians compared to their own (ACLITU057)
Proposed	notice that people use language in ways that reflect cultural practices and behaviours (AC9LIT2U04)	identify connections between Italian language and cultural practices and behaviours (AC9LIT4U04)	recognise connections between language and cultural practices, behaviours and values and reflect on the impact on communication (AC9LIT6U04)

Achievement standard Years 1 to 6

	Years 1 and 2	Years 3 and 4	Years 5 and 6
Original	<p>By the end of Year 2, students use Italian to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They imitate simple words and phrases. They respond to familiar games and routines such as questions about self and family (for example, <i>Come ti chiami? Dove abiti?</i>), and choose among options, for example, in response to questions such as <i>Vuoi il gelato o la caramella?</i> They produce learnt sounds and formulaic expressions (for example, <i>È bello! Non mi piace</i>), or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and ‘c’ and ‘ch’ pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They make meaning using paralinguistic and contextual support such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging</p>	<p>By the end of Year 4, students comprehend a range of spoken, written, and multimodal texts on familiar topics, including home life, friends and classroom activities. They use Italian to communicate and to interact, for example, to exchange greetings and to address people, using appropriate language and pronunciation, and often formulaic expressions. They ask and respond to simple questions, by selecting between alternatives provided, by using short spoken responses which may consist of incomplete or partial Italian phrases and structures, or by using a key word to convey a whole idea. They talk about self, family, people, places, routine, school life and their own interests and preferences, for example, <i>Com'è la tua casa? La mia casa è grande, Ci sono due camere da letto e due bagni. Mi piace la mia camera da letto.</i> They use short sentences, reorganising known language to fit personal responses, for example, <i>Giochi domani? Sì/no/Forse.</i> Students understand short written texts, using visual cues, prediction and questioning to decipher meaning. They recall key ideas and events, recognise meanings, and respond meaningfully. Students create written texts of a few sentences using familiar language and structures.</p>	<p>By the end of Year 6, students interact using spoken and written Italian to describe and give information about themselves, family, friends, home and school routines, experiences, interests, preferences and choices. They share aspects of their environment, express opinions, for example, <i>È buonissimo ...è molto bravo, mi piace di più ..., penso di sì/no, secondo me...</i>, accept or reject ideas, agree and disagree, for example, <i>No, non sono d'accordo! Hai ragione/torto.</i> They ask simple questions, for example, <i>Ti piace? Cosa prendi? Chi viene alla festa? Vieni anche tu?</i> They understand the main points in spoken interactions consisting of familiar language in simple sentences. When speaking, they imitate pronunciation and intonation. They understand short written texts with some variation in sentence structures and some unfamiliar vocabulary. In reading independently, they begin to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language. They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions. Students create sentences with some elaboration, for example, using coordinating conjunctions and</p>

	<p>sentence patterns such as <i>Ho sei anni. Sono bravo. Il gelato è buono.</i></p> <p>Students know that Italian is the national language of Italy. They identify the 21 letters of the Italian alphabet. They know that simple sentences follow a pattern, and that nouns require an article and are gendered either masculine or feminine. They demonstrate understanding of the different ways of addressing friends, family and teachers/other adults. They identify patterns in Italian words and phrases and make comparisons between Italian and English. They know that languages borrow words from each other and provide examples of Italian words and expressions that are used in various English-speaking contexts. They identify similarities and differences in the cultural practices of Italians and Australians. They understand that they have their own language(s) and culture(s), and that they are also learners of Italian language and culture.</p>	<p>Students demonstrate an understanding of the fact that language is used differently in different situations and contexts. They know the importance of using appropriate language when interacting in Italian, including informal/formal language, and the use of titles and gestures. They vary their responses and statements by choosing adjectives and adverbs, and by combining sentences. They demonstrate understanding of basic Italian grammatical rules, such as the fact that nouns have masculine or feminine gender and singular and plural forms, and that nouns, adjectives and articles need to agree. They identify similarities and differences in the patterns of Italian language compared to English and other familiar languages. They create texts that show understanding of how ideas are connected and how images support the meaning of texts. They make connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts. They identify cultural differences in ways of communicating and describe similarities and differences between their own and other cultures.</p>	<p>comparisons to build short coherent texts on familiar topics, for example, <i>La musica di ... è bella, ma mi piace di più ...</i> They write descriptions, letters, messages, summaries, invitations and narratives They use the present tense of verbs, noun and adjective agreements and some adverbs; they choose vocabulary appropriate to the purpose of the interaction, such as to describe, to plan or to invite.</p> <p>Students use some metalanguage to talk about both linguistic and cultural features. They discern familiar patterns and features of written and spoken language and compare them with English, understanding that language, images and other features of texts reflect culture. They demonstrate an understanding of variation in language use, adapting language forms according to audience and context. They identify linguistic and cultural differences know that Australia is a multilingual and multicultural society, and that dialects are spoken both in Italy and in Italian-speaking communities around the world. Students compare, identify and discuss their responses and reactions in intercultural exchanges.</p>
<p>Proposed</p>	<p>By the end of Year 2, students use Italian to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions.</p>	<p>By the end of Year 4, students use Italian to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Italian related to their immediate environment. They collaborate in oral and written activities that</p>

	<p>They know and use basic Italian sound patterns, intonation, rhythm and simple formulaic expressions. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text.</p> <p>Students understand that Italian has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Italian and English. They understand that language is connected with culture and identity, and notice how this is reflected in their own language, culture and identity.</p>	<p>participate in oral and written activities that involve plans and transactions. 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 syntax to create and present text.</p> <p>Students understand that Italian has language conventions and grammar rules to create and make meaning and that some terms have specific cultural meanings. Students identify patterns in Italian and make comparisons between Italian and English. They understand that the Italian language is connected with culture and identity, and identify how this is reflected in their own language, culture and identity.</p>	<p>involve the language of transaction and problem-solving, to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Italian or English, adjusting their response appropriately to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context, and show understanding of how some language reflects cultural practices. They sequence information and ideas and use conventions appropriate to text type.</p> <p>Students apply rules for pronunciation, spelling, punctuation and modelled grammatical structures when creating and responding in Italian. They use metalanguage to compare frequently used language features in Italian and English. They understand that the Italian language is connected with culture and identity, and consider how this is reflected in their own language, culture and identity.</p>
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Content descriptions: Years 7 to 10 (Foundation to Year 10)

Strand		
Original	Communicating	
Proposed	Communicating in Italian	
Sub-strand		
Original	Socialising	
Proposed	Interacting in Italian	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	initiate and maintain social interaction with peers and known adults by seeking and offering ideas, thoughts and feelings about people, events and experiences [Key concepts: relationship, experience, community; Key processes: sharing perspectives, exchanging, corresponding] (ACLITC058)	initiate, sustain and extend discussions related to aspirations, relationships and contemporary social issues [Key concepts: relationship, youth, experience; Key processes: discussing, debating, explaining, corresponding] (ACLITC077)
Original		Interact in discussions by questioning, making suggestions and expressing opinions, and reflect on experiences of classroom interactions [Key concepts: interaction, relationship, perspective; Key processes: expressing, questioning, reflecting] (ACLITC0800)
Proposed	initiate and sustain exchanges in familiar and unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others (AC9LIT8C01)	initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others (AC9LIT10C01)
Original	Contribute to collaborative planning of events, experiences and activities, considering options and negotiating arrangements [Key concepts: event, celebration, experience; Key processes: negotiating, suggesting, requesting, explaining] (ACLITC059)	contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing diverse views [Key concepts: perspective, diversity, collaboration; Key processes: discussing, organising, planning, negotiating] (ACLITC078)

Original	Participate in transactions related to purchasing goods and services, such as buying clothing and tickets and evaluating 'value for money' [Key concepts: exchange, etiquette; Key processes: transacting, negotiating, comparing] (ACLITC060)	Participate in spoken or written transactions to obtain goods and services, including expressing views on quality and making complaints and recommendations [Key concepts: negotiation, value; Key processes: interacting, persuading, complaining] (ACLITC079)
Original	Participate in classroom activities, giving and following instructions, asking questions to clarify purpose, and describing procedures and actions taken [Key concepts: community, classroom culture; Key processes: reflecting, explaining, exemplifying] (ACLITC061)	
Proposed	collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events (AC9LIT8C02)	contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences (AC9LIT10C02)

Sub-strand	
Original	Informing
Proposed	<i>Removed</i>
Sub-strand	
Original	Translating
Proposed	<i>Removed</i>
Sub-strand	
Original	Reflecting
Proposed	<i>Removed</i>

Sub-strand New		
Original	Informing; Translating; Reflecting	
Proposed	Mediating in and between languages	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	Analyse, summarise and share key ideas and information from a range of texts [Key concepts: fact/fiction, representation, perspective, choice; Key processes: identifying, comparing, sequencing] (ACLITC062)	Analyse, synthesise and evaluate ideas and information from multiple sources on a range of contemporary issues [Key concepts: perspectives, representation, bias; Key processes: interpreting, evaluating, summarising, connecting, analysing] (ACLITC081)
Original	Respond to a range of imaginative texts by expressing ideas and opinions about the themes, characters, events and cultural attitudes conveyed, and relate to personal experience [Key concepts: narrative, relationships, values; Key processes: interpreting, comparing; Key text types: story, film] (ACLITC064)	Give information in different forms, offering own views in relation to the content and considering the significance for particular audiences [Key concepts: media, message, opinion; Key processes: designing, evaluating, persuading] (ACLITC082)
Proposed	interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience (AC9LIT8C03)	evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience (AC9LIT10C03)
Original		Translate a range of texts and discuss how to convey concepts across different linguistic and cultural contexts [Key concepts: representation, sensitivity, equivalence; Key processes: translating, reviewing, comparing] (ACLITC085)
Proposed	interpret and adjust spoken, written and non-verbal language to convey meaning in Italian language in familiar and unfamiliar cultural contexts (AC9LIT8C04)	interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LIT10C04)

Original	translate texts, discussing different versions and why these might occur [Key concepts: equivalence, meaning; Key processes: translating, experimenting, comparing] (ACLITC066)	Read, discuss and review a range of imaginative texts and respond by expressing opinions, explaining the themes, discussing characters, and considering language use and cultural meanings [Key concepts: imagination, emotion, voice; Key processes: interpreting, comparing; Key text types: short story, biography, film, poem, song] (ACLITC083)
Proposed	reflect on similarities and differences in cultural interpretations between Italian and their own language use and behaviour (AC9LIT8C05)	evaluate how intercultural contexts shape meaning in interactions and texts in Italian and their own language (AC9LIT10C05)

Sub-strand		
Original	Creating	
Proposed	Creating text in Italian	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	Convey ideas and opinions by creating spoken, written and multimodal texts [Key concepts: youth issues, representation; Key processes: informing, persuading, responding] (ACLITC063)	Create a range of imaginative texts, considering how to represent ideas, characters and events [Key concepts: emotion, expression, choice, voice, stance; Key processes: composing, reviewing, considering impact; Key text types: song, poem, story, drama] (ACLITC084)
Original	Create texts for particular audiences that depict experiences or topics of interest [Key concepts: imagination, audience; Key processes: describing, contextualising, narrating, recounting, expressing; Key text types: narrative, description, recount] (ACLITC065)	Create bilingual texts that reveal aspects of Australian culture for Italian-speaking audiences and vice versa [Key concepts: cultural positioning, sensitivity; Key processes: translating, captioning] (ACLITC086)
Original	Create short bilingual texts such as captions, stories and commentaries [Key concepts: equivalence, comparison; Key processes: translating, experimenting] (ACLITC067)	Investigate how language varies according to context and speakers (ACLITU092)

Proposed	create and present spoken, written and multimodal texts for specific purposes, selecting vocabulary, grammatical structures and textual features and conventions appropriate to text type and context (AC9LIT8C06)	create a range of texts for diverse contexts and purposes, selecting text structures and language features to engage different audiences (AC9LIT10C06)
Original		
Proposed	consider and select words and expressions to create texts that reflect cultural values and beliefs (AC9LIT8C07)	use a broad range of words, expressions and idioms to enhance the cultural authenticity of texts (AC9LIT10C07)

Strand		
Original	<i>Understanding</i>	
Proposed	<i>Understanding language and culture</i>	
Sub-strand:		
Original	Systems of language	
Proposed	Understanding systems of language	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	Develop an understanding and use the sound system of Italian (ACLITU070)	Use appropriate Italian pronunciation, stress and intonation in increasingly complex sentences and texts (ACLITU089)
Proposed	apply knowledge of conventions of spoken Italian to known and unfamiliar language to enhance fluency, and use this knowledge in responding to and creating texts (AC9LIT8U01)	apply features and conventions of spoken Italian to extend fluency in responding to and creating spoken and written texts in known and unfamiliar contexts (AC9LIT10U01)
Original	Use grammatical knowledge to extend meanings, including knowledge of irregular, reflexive and modal verbs (ACLITU071)	Extend grammatical knowledge, including present, past and future tenses, and the conditional and subjunctive mood, to interpret and create meaning in texts (ACLITU090)

Original	Apply understanding of distinctive features of text organisation (ACLITU072)	Analyse and apply linguistic, cultural and textual features of specific text types (ACLITU091)
Proposed	apply a range of grammatical structures and expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LIT8U02)	apply grammatical knowledge to predict meaning and compose texts that contain some complex structures and ideas (AC9LIT10U02)
Original		
Proposed	use metalanguage to reflect on similarities and differences between Italian language functions, structures and features with those of English, in known contexts (AC9LIT8U03)	use metalanguage to reflect on and evaluate Italian texts, and to compare use of language features in Italian and English (AC9LIT10U03)

Sub-strand	
Original	Language variation and change
Proposed	<i>Removed</i>

Sub-strand		
Original	Language variation and change; Role of language and culture	
Proposed	Understanding the interrelationship of language and culture	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses [Key concepts: cultural comfort, cultural assumption; Key processes: reflecting, comparing, questioning, relating] (ACLITC068)	Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding [Key concepts: meaning, representation, history/origin, understanding; Key processes: comparing, reflecting] (ACLITC087)
Original	Reflect on own participation in intercultural exchange and consider how this shapes own identity over time	Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal identity

	[Key concepts: identity, intercultural sensitivity; Key processes: comparing, reviewing, reflecting] (ACLITC069)	[Key concepts: membership, self/other, identity, multiplicity; Key processes: reflecting, explaining] (ACLITC088)
Original	Recognise how language use varies depending on the context of the situation and the context of culture (ACLITU073)	Recognise how Italian language and culture have evolved and how they continue to change over time due to influences such as changing contexts and intercultural contact (ACLITU093)
Original	Recognise the impact of media and technology on the way Italian is changing as a language of local and international communication (ACLITU0740)	Understand that language use has the power to influence social relationships, beliefs and values (ACLITU094)
Original	Understand the value of communicating within and across languages, and discuss the interrelationship between Italian, English and other languages (ACLITU075)	analyse how linguistic choices construct and reflect ideas, practices and values, and consider how these influence the exchange of meaning (ACLITU095)
Original	Analyse the ways in which choices in everyday language use reflect cultural practices and values (ACLITU0760)	
Proposed	explain how the Italian language reflects cultural practices, perspectives and identity, and compare these with their own (AC9LIT8U04)	evaluate how language choice in Italian reflects cultural values, perspectives and identity, and compare these with their own (AC9LIT10U04)

Achievement standard Years 7 to 10 (Foundation to Year 10)

	Years 7 and 8	Years 9 and 10
Original	By the end of Year 8, students use spoken and written Italian to interact in a range of personal and social contexts. They describe or present people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds, for example, <i>Ecco mio padre. Si chiama Edoardo. Ha quarantadue anni.</i> They understand main points and some specific details in a range of texts organised around known content and including some unfamiliar language. They	By the end of Year 10, students use written and spoken Italian to interact with others in a range of contexts and for a range of purposes. They discuss topics such as education, work, the environment and youth issues as well as concepts from a range of learning areas. They recount experiences, and express feelings and opinions, agreement and disagreement, using present, past and future tenses, and linking statements with both coordinating and subordinating conjunctions, for example, <i>Era stanca, così non è uscita. Non mi piace quel romanzo</i>

<p>express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed. They respond to and create simple informational and imaginative texts, for example, <i>Io comincio la scuola alle otto e mezzo. Le materie che studio sono l'inglese, la matematica, le scienze e la storia.</i> They express views on familiar topics and make comparisons, adding their own opinions or reasons, for example, <i>Mi piace il mio amico perché è buffissimo. Mi piace anche perché è veramente intelligente.</i> They apply their understanding that texts vary according to purpose and audience, and use contextual clues, questioning and bilingual dictionaries to identify, interpret and summarise the meaning of familiar and some unfamiliar language. They give some justification for their interpretations of texts. They ask questions and seek clarification. Students create cohesive and coherent texts for different purposes on a range of familiar topics, using appropriate language structures and vocabulary, including different modal verbs and tenses, for example, <i>Non posso venire alla partita perché devo studiare. They use conjunctions, adjectives and adverbs to elaborate meanings, for example, La professoressa di matematica è molto simpatica ma il professore di educazione fisica è qualche volta troppo severo.</i></p> <p>Students understand and use metalanguage to explain aspects of language and culture. They identify features of text types such as letters, emails, descriptions and narratives. They know that language is chosen to reflect contexts of situation and culture, and identify differences between standard, dialectal and regional forms of Italian. They analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture. They know that languages do not always translate directly. They reflect on how they interpret and respond to intercultural experience, and to aspects</p>	<p><i>perché è triste! Prima siamo andati al cinema, poi siamo andati a prendere un gelato.</i> They demonstrate grammatical control when using complex sentences. They create a range of connected texts and interact with some degree of personalisation on a variety of subjects related to their own interests. In classroom discussions, they present and communicate personal thoughts and opinions, and account for and sustain a particular point of view, for example, <i>Non c'è dubbio che ... Credo che questi articoli offrano solo un punto di vista.</i> They identify key ideas in different text types dealing with both concrete and abstract topics. They follow the development and relationship of ideas, identifying, for example, identifying sequencing, cause and effect, and consequences. They compare and evaluate ideas across languages and cultures, for example, <i>Secondo me ... dal mio punto di vista ... per quanto mi riguarda. I giovani italiani sono più interessati nella politica.</i> They discuss future plans and aspirations. Students develop and defend interpretations of texts and diverse points of view, and elaborate, clarify and qualify ideas using supporting evidence and argument. They present real or imaginary events and experiences in narratives, descriptions and recounts. They translate texts and produce bilingual texts, recognising that not all concepts can necessarily be rendered fully in another language.</p> <p>Students reflect on their experience of learning Italian language and culture. They exchange opinions and responses, noting how these may have changed over time. They identify ways in which writers and speakers make choices when using language, and make connections between language used, cultural concepts expressed and their own experiences or views. They reflect on their own and others' use of language, the language choices made, and the cultural assumptions or understandings which shape them. They analyse how culture affects communication and the making and interpreting of meaning, and how languages reflect cultures.</p>
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	of Italian language and culture, and discuss how their responses may be shaped by their own language(s) and culture(s).	
Proposed	<p>By the end of Year 8, students initiate and maintain interactions in Italian in familiar and unfamiliar contexts related to a range of interests and experiences. They use Italian appropriate to collaborate and problem-solve and adjust language in response to others. Students interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and unfamiliar cultural contexts, by adjusting and reorganising responses appropriately. Students select and use appropriate vocabulary, sentence structures and expressions to create spoken, written and multimodal texts.</p> <p>Students show understanding of different text types to present and respond to information, ideas and opinions, and are aware that spoken and written texts use different conventions. They use metalanguage to comment on structures and features of Italian text. They reflect on how the Italian language, culture and identity are interconnected, and compare this with their own language, culture and identity.</p>	<p>By the end of Year 10, students contribute to and extend interactions in Italian in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret a broad range of texts and manipulate language to convey intercultural understanding. They evaluate and synthesise information, ideas and perspectives in texts. They show understanding of how features of language can be used to influence audience response. They create texts, selecting language for a range of contexts, purposes and audiences. They demonstrate knowledge of connections between spoken and written texts, and use appropriate expressions and spoken and written conventions to enhance fluency and authenticity. They apply and use complex sentences and structures to create and respond to spoken and written texts that express ideas, perspectives and opinions. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.</p> <p>Students use metalanguage to reflect on and evaluate Italian text and explain similarities and differences between Italian and English. They reflect on their own cultural perspectives and identity and draw on their experience of learning Italian to explain how this learning influences their ideas and ways of communicating.</p>

Content descriptions: Years 7 to 10 (Year 7 Entry)

Strand		
Original	Communicating	
Proposed	Communicating in Italian	
Sub-strand		
Original	Socialising	
Proposed	Interacting in Italian	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	Socialise with peers and adults to exchange greetings, good wishes, factual information and opinions about self, family and friends, routines, shared events, leisure activities, interests, likes and dislikes [Key concepts: naming, friendship, family, celebration, leisure, neighbourhood; Key processes: interacting, exchanging, describing] (ACLITC096)	Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions and feelings [Key concepts: naming, relationships, generational change, values; Key processes: exchanging, comparing] (ACLITC115)
Original		Interact in Italian with the teacher, peers and others, and exchange reactions and responses to ideas, issues and experiences being discussed [Key concepts: comfort/discomfort, multiplicity, reflective literacy; Key processes: connecting, decentring, reflecting, questioning assumptions] (ACLITC125)
Proposed	interact with others using modelled language to exchange information in familiar contexts about self and personal world (AC9LIT8EC01)	initiate and sustain interactions in familiar and unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world (AC9LIT10EC01)
Original	Develop language to interact in classroom routines and tasks, for example, posing questions, asking for repetition, rephrasing,	Use classroom language to question, elicit and offer opinions, and compare and discuss ideas

	explaining, asking how to say something in Italian, expressing opinion, and giving and following instructions [Key concepts: class routine, responsibility, community; Key processes: questioning, negotiating] (ACLITC099)	[Key concepts: compromise, debate; Key processes: expressing, questioning, presenting, representing] (ACLITC118)
Proposed	develop language to interact in classroom exchanges, routines, tasks and responsibilities (AC9LIT8EC02)	use Italian language in exchanges to question, offer opinions and compare and discuss ideas (AC9LIT10EC02)
Original	Participate in individual or collective action, both orally and in writing, by making arrangements, inviting, planning, deciding and responding [Key concepts: activity, rules, politeness; Key processes: arranging, negotiating alternatives, deciding, responding] (ACLITC097)	Participate in individual and collective action by deciding, explaining and justifying [Key concepts: environment, fairness, community; Key processes: discussing, debating, commenting, comparing] (ACLITC116)
Original	Participate in spoken and written transactions, including purchasing goods and services, and give and follow directions and instructions [Key concepts: social exchange, etiquette; Key processes: negotiating, describing, transacting, ordering] (ACLITC098)	Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving [Key concept: value; Key processes: comparing, negotiating] (ACLITC117)
Proposed	engage in modelled exchanges with peers orally, gesturally, and in writing, to negotiate and organise activities relating to daily life and school environment (AC9LIT8EC03)	discuss, plan and reflect on activities, events and experiences with peers orally and in writing (AC9LIT10EC03)

Sub-strand	
Original	Informing
Proposed	<i>Removed</i>
Original	Translating
Proposed	<i>Removed</i>
Original	Reflecting
Proposed	<i>Removed</i>

Sub-strand New		
Original	Informing; Translation; Reflecting	
Proposed	Mediating in and between languages	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	Identify factual information from a range of spoken, written and multimodal texts, and process and represent meaning through, for example, classifying, sequencing and summarising [Key concepts: concepts drawn from selected texts and from learning areas across the curriculum; Key processes: locating, ordering, classifying, comparing, tabulating] (ACLITC100)	Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences [Key concepts: visual images, media, representation, relationship; Key processes: identifying diverse perspectives, transposing, connecting, applying] (ACLITC119)
Original	Convey factual information and ideas through a range of spoken, written and multimodal texts, using information from a range of sources [Key concepts: society, event, fact, opinion; Key processes: describing, comparing, presenting] (ACLITC101)	Convey information and compare diverse perspectives from multiple sources in Italian [Key concepts: public perceptions, representation, globalisation; Key processes: reporting, relating, comparing] (ACLITC120)
Original	Participate in listening to, reading and viewing imaginative texts and make connections with characters, events, actions, settings, and key ideas and messages [Key concepts: moral/message, sequence, performance, identity, imagination, character; Key processes: understanding, connecting; Key text types: description, narrative, cartoon] (ACLITC102)	Respond to imaginative texts, stating views about themes, events and values, and making connections with own experiences as appropriate [Key concepts: relationship, imagination; Key processes: comparing, connecting/relating; Key text types: narrative, biography, song] (ACLITC1210)
Proposed	locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience (AC9LIT8EC04)	interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience (AC9LIT10EC04)

Original	Translate phrases and short texts from Italian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meanings [Key concept: equivalence; Key processes: translating, interpreting, comparing] (ACLITC104)	Translate texts from Italian to English and vice versa, and compare different versions for different audiences and contexts [Key concept: representation; Key processes: translating, considering alternatives, interconnecting, explaining, reflecting] (ACLITC123)
Proposed	develop and begin to apply strategies to interpret, translate and convey cultural meaning in Italian in familiar contexts (AC9LIT8EC05)	apply strategies to interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LIT10EC05)
Original	Analyse and understand the dynamic nature of the Italian language, and of languages in general (ACLITU112)	
Proposed	reflect on some similarities and differences in cultural interpretations between Italian and their own language use and behaviours (AC9LIT8EC06)	reflect on how intercultural contexts shape meaning in interactions and texts in Italian and their own language (AC9LIT10EC06)

Sub-strand		
Original	Creating	
Proposed	Creating text in Italian	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to</i>
Original	Create imaginative texts that present events, characters and emotions from their own experiences [Key concepts: imagination, message; Key processes: expressing, connecting; Key text types: narrative, description] (ACLITC103)	Create imaginative texts to express experiences, ideas and emotions [Key concepts: life, experiences, change; Key processes: creating, expanding, connecting; Key text types: autobiography, biography] (ACLITC122)
Original	Create bilingual texts related to experiences in contexts where Italian and Australian realities might differ [Key concepts: bilinguality, appropriateness; Key processes: noticing, comparing] (ACLITC105)	Create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ [Key concept: interculturality; Key processes: comparing, reflecting, evaluating, explaining] (ACLITC124)

Original	Create bilingual texts related to experiences in contexts where Italian and Australian realities might differ [Key concepts: bilinguality, appropriateness; Key processes: noticing, comparing] (ACLITC105)	
Proposed	create a range of spoken and written texts for familiar contexts and purposes using appropriate conventions and linguistic features (AC9LIT8EC07)	create texts for familiar and unfamiliar contexts and purposes, selecting text structures and language features to engage different audiences (AC9LIT10EC07)
Original	Analyse variable linguistic features present in the learning contexts and texts to develop an understanding that language use varies depending on participants, their roles and relationships, and according to the contexts of situation and culture (ACLITU111)	Analyse lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture (ACLITU130)
Proposed	develop understanding of and use words and formulaic expressions to create spoken and written texts that reflect cultural values and beliefs (AC9LIT8EC08)	use a range of words, expressions and idioms to develop cultural authenticity of texts (AC9LIT10EC08)

Strand		
Original	<i>Understanding</i>	
Proposed	<i>Understanding language and culture</i>	
Sub-strand:		
Original	Systems of language	
Proposed	Understanding systems of language	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	Develop awareness of features of the Italian sound system, including pronunciation, syllable stress, rhythm and intonation, and how these are represented in written form (ACLITU108)	Understand and use the features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts (ACLITU127)

Proposed	recognise and use features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate how these are represented in spoken and written forms (AC9LIT8EU01)	apply features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in different spoken and written contexts (AC9LIT10EU01)
Original	Understand and use key features and patterns of the Italian grammatical system, including definite and indefinite articles, gender and agreement, present tense of regular and common irregular verbs, and simple sentence construction (ACLITU109)	Extend knowledge of and use more complex features and patterns of the Italian grammatical system, including possessive, reflexive, demonstrative and relative pronouns; irregular and reflexive verbs; and comparatives and superlatives (ACLITU128)
Original	Understand the features of common spoken, written and multimodal texts (ACLITU110)	
Proposed	develop knowledge of, and use structures and features of, the Italian grammatical and writing systems (AC9LIT8EU02)	select and use structures and features of the Italian grammatical and writing systems to enhance meaning (AC9LIT10EU02)
Original		Analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence (ACLITU129)
Proposed	use familiar metalanguage to discuss Italian language structures and features and compare with English (AC9LIT8EU03)	use metalanguage to reflect on and evaluate Italian texts, and to compare language structures and features in Italian and English (AC9LIT10EU03)

Sub-strand		
Original	Language variation and change	
Proposed	<i>Removed</i>	

Sub-strand		
Original	Language variation and change; Role of language and culture	
Proposed	Understanding the interrelationship of language and culture	
Content descriptions	Years 7 and 8 <i>Students learn to:</i>	Years 9 and 10 <i>Students learn to:</i>
Original	Reflect on own identity, including identity as a user and learner of Italian, through connecting observations made about experiences over time [Key concepts: membership, sequence; Key processes: connecting, exchanging, reflecting] (ACLITC107)	Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence [Key concepts: memory, language affiliation, judgement; Key processes: connecting, evaluating, reflecting] (ACLITC126)
Original	Analyse and understand the place of Italian locally and internationally, including the relationship between Standard Italian and regional dialects, and Italian in the ecology of languages in Australia (ACLITU113)	Analyse and understand the dynamic nature of Italian (and languages in general) recognising the impact of technology, media and intercultural contact (ACLITU131)
Original		Compare and contrast aspects of communication and the relationship among languages used in the ecology of languages in Australia, including Aboriginal languages and Torres Strait Islander Languages, Asian languages and world languages (ACLITU132)
Proposed	identify connections between Italian language and culture in shaping meaning and identity (AC9LIT8EU04)	analyse and explain connections between Italian language and culture in shaping meaning, values and identity (AC9LIT10EU04)
Original	Reflect on own and others' responses to intercultural experiences and interactions [Key concepts: agreement/disagreement, positioning, norms, comfort/discomfort; Key processes: comparing, noticing, reflecting] (ACLITC106)	Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity (ACLITU133)
Original	Reflect on the role of language and culture in interaction and how language constructs and reflects assumptions and values (ACLITU114)	

Proposed	compare Italian culture, beliefs, attitudes and values with students' own (AC9LIT8EU05)	reflect on Italian culture, beliefs, attitudes and values, identifying differences between these and students' own (AC9LIT10EU05)
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Achievement standard Years 7 to 10 (Year 7 Entry)

	Years 7 and 8	Years 9 and 10
Original	<p>By the end of Year 8, students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds. They use known phrases to exchange ideas and opinions, for example, <i>Non mi piace la pallacanestro</i>. They use language to interact and to respond to classroom instructions, questions and directions. They approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants. They use gesture and some formulaic expressions to support oral interaction. Students use well-rehearsed language related to their personal experiences (for example, stating preferences in sports, leisure activities and entertainment), in both spoken and written forms, and predominantly in the present tense. They demonstrate understanding of information from a range of factual and creative texts. They use learnt structures to create texts such as, captions, descriptions, conversations and correspondence, providing information about themselves, their personal worlds and immediate needs, interests and preferences. They produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs. They connect ideas using conjunctions such as <i>e, ma, però, anche, perché- and invece</i> to create simple texts using known vocabulary and structures.</p> <p>Students identify similarities between Italian and English and understand that they are related languages which borrow from each other. They know that that literal translation between languages is not</p>	<p>By the end of Year 10, students use a range of everyday language both orally and in writing to exchange information about their personal, social and local world and about broader issues of personal significance. They communicate thoughts and opinions; make comparisons and contrasts (for example, <i>a differenza di; invece</i>), and offer reasons for points of view, opinions and preferences. They express desires and plans for the future. They give presentations, and formulate and respond to a range of questions. They interpret information and attitudes in a range of informational and imaginative texts. They create written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions. They give detailed descriptions; describe and relate episodes in time (for example, <i>prima ... poi ... infine</i>); and qualify statements, for example, through the use of relative clauses. They use simple subject–verb–object constructions, extending or qualifying their message by, for example, adding complements or using modal verbs or comparatives. They produce bilingual texts, plan what needs to be communicated to particular audiences and consider different perspectives.</p> <p>Students use metalanguage to analyse and discuss features of language choice and use and cultural practice. They analyse texts, identifying features such as tone, sequences and relationships of events in time. They communicate their thoughts with awareness of different perspectives on issues or practices being discussed. They explain how Italian language use varies according to context, purpose</p>

	<p>always possible. They reflect on how culture is evident in experiences, images and texts. They understand and use metalanguage to explain aspects of language and culture, and use simple statements to identify features of different text types. They know that language reflects contexts of situation and culture, and identify differences between standard, dialectal and regional forms of Italian. They analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture. They reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and identify how their response may be shaped by their own language(s) and culture(s).</p>	<p>and mode. They identify social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia. They identify particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends', and identify certain concepts that cannot be translated readily from Italian to English and from English into Italian. They reflect on ways in which language and culture together create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian. They demonstrate understanding of the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity.</p>
<p>Proposed</p>	<p>By the end of Year 8, students use Italian to interact and collaborate with others, and to share information and plan activities in familiar contexts related to their daily life, school environment and personal world. They use active listening skills to respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Italian or English, and adjust language to suit context, purpose and audience and convey cultural meaning. They approximate Italian sound patterns, intonation and rhythms, and recognise relationships between spoken and written forms. They use familiar language, modelled sentence and grammatical structures, formulaic expressions and high-frequency vocabulary to create texts and demonstrate understanding of how some language reflects cultural practices.</p> <p>Students understand that Italian has rules for non-verbal communication, pronunciation, grammar and writing. They give examples of similarities and differences between Italian and English. They demonstrate understanding of how language does not always translate directly. They use metalanguage to explain aspects of</p>	<p>By the end of Year 10, students initiate and sustain Italian to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on school and social activities and events. They use structures and features of spoken and written Italian to create and convey meaning to suit context, purpose and audience. They interpret and analyse information and ideas from a range of texts and demonstrate understanding of different perspectives. They synthesise information and respond in Italian or English, adjusting language features to suit context, purpose and audience, and to convey cultural meaning. They create a range of texts for diverse purposes, and demonstrate knowledge of how text structure, word choice, expressions and language features change for different audiences.</p> <p>Students apply the sound system in spoken exchanges and select and use sentence and grammatical structures, and words and expressions to interact, create texts and convey cultural meaning. They manipulate language to suit the context and purpose and demonstrate understanding of how the style of a text can influence audience</p>

	<p>language, and make connections with terms that are used in English learning. They demonstrate how the Italian language is connected with culture and identity, and how this is reflected in their own language, culture and identity.</p>	<p>response. They use metalanguage to analyse meaning in texts. Students reflect on their own language use and cultural identity and draw on their experience of learning Italian to discuss how this learning influences their ideas and ways of communicating.</p>
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