

Levels 7 and 8

Levels 9 and 10

Communicating	
Socialising	
Initiate and maintain social interaction with peers and known adults by seeking and offering ideas, thoughts and feelings about people, events and experiences	Initiate, sustain and extend discussions related to aspirations, relationships and contemporary social issues
Contribute to collaborative planning of events, experiences and activities, considering options and negotiating arrangements	Contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing diverse views
Participate in transactions related to purchasing goods and services, such as buying clothing and tickets and evaluating 'value for money'	Participate in spoken or written transactions to obtain goods and services, including expressing views on quality and making complaints and recommendations
Participate in classroom activities, giving and following instructions, asking questions to clarify purpose, and describing procedures and actions taken	Interact in discussions by questioning, making suggestions and expressing opinions, and reflect on experiences of classroom interactions
Informing	
Analyse, summarise and share key ideas and information from a range of texts	Analyse, synthesise and evaluate ideas and information from multiple sources on a range of contemporary issues
Convey ideas and opinions by creating spoken, written and multimodal texts	Give information in different forms, offering own views in relation to the content and considering the significance for particular audiences
Creating	
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	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
Create texts for particular audiences that depict experiences or topics of interest	Create a range of imaginative texts, considering how to represent ideas, characters and events
Translating	
Translate texts, discussing different versions and why these might occur	Translate a range of texts and discuss how to convey concepts across different linguistic and cultural contexts
Create short bilingual texts such as captions, stories and commentaries	Create bilingual texts that reveal aspects of Australian culture for Italian-speaking audiences and vice versa
Reflecting	
Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses	Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding
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
Understanding	
Systems of language	
Develop an understanding and use the sound system of Italian	Use appropriate Italian pronunciation, stress and intonation in increasingly complex sentences and texts
Use grammatical knowledge to extend meanings, including knowledge of irregular, reflexive and modal verbs	Extend grammatical knowledge, including present, past and future tenses, and the conditional and subjunctive mood, to interpret and create meaning in texts
Apply understanding of distinctive features of text organisation	Analyse and apply linguistic, cultural and textual features of specific text types
Language variation and change	
Recognise how language use varies depending on the context of the situation and the context of culture	Investigate how language varies according to context and speakers
Recognise the impact of media and technology on the way Italian is changing as a language of local and international communication	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
Understand the value of communicating within and across languages, and discuss the interrelationship between Italian, English and other languages	Understand that language use has the power to influence social relationships, beliefs and values
Role of language and culture	
Analyse the ways in which choices in everyday language use reflect cultural practices and values	Analyse how linguistic choices construct and reflect ideas, practices and values, and consider how these influence the exchange of meaning
Achievement Standard	
<p>By the end of Level 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 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.</i> They use conjunctions, adjectives and adverbs to elaborate meanings, for example, <i>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 are aware that language is chosen to reflect contexts of situation and culture, and recognise 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 recognise that languages do not always translate directly. They reflect on how they interpret and respond to intercultural experience, and to aspects of Italian language and culture, and consider how their responses may be shaped by their own language(s) and culture(s).</p>	<p>By the end of Level 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 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. They participate in classroom discussions, 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, 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 consider how 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 consider how culture affects communication and the making and interpreting of meaning, and how languages reflect cultures.</p>