

**Levels 7 and 8**

**Levels 9 and 10**

<b>Communicating</b>	
<b>Socialising</b>	
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	Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions and feelings
Participate in individual or collective action, both orally and in writing, by making arrangements, inviting, planning, deciding and responding	Participate in individual and collective action by deciding, explaining and justifying
Participate in spoken and written transactions, including purchasing goods and services, and give and follow directions and instructions	Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving
Develop language to interact in classroom routines and tasks, for example, posing questions, asking for repetition, rephrasing, explaining, asking how to say something in Italian, expressing opinion, and giving and following instructions	Use classroom language to question, elicit and offer opinions, and compare and discuss ideas
<b>Informing</b>	
Identify factual information from a range of spoken, written and multimodal texts, and process and represent meaning through, for example, classifying, sequencing and summarising	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
Convey factual information and ideas through a range of spoken, written and multimodal texts, using information from a range of sources	Convey information and compare diverse perspectives from multiple sources in Italian
<b>Creating</b>	
Participate in listening to, reading and viewing imaginative texts and make connections with characters, events, actions, settings, and key ideas and messages	Respond to imaginative texts, stating views about themes, events and values, and making connections with own experiences as appropriate
Create imaginative texts that present events, characters and emotions from their own experiences	Create imaginative texts to express experiences, ideas and emotions
<b>Translating</b>	
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	Translate texts from Italian to English and vice versa, and compare different versions for different audiences and contexts
Create bilingual texts related to experiences in contexts where Italian and Australian realities might differ	Create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ
<b>Reflecting</b>	
Reflect on own and others' responses to intercultural experiences and interactions	Interact in Italian with the teacher, peers and others, and exchange reactions and responses to ideas, issues and experiences being discussed
Reflect on own identity, including identity as a user and learner of Italian, through connecting observations made about experiences over time	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
<b>Understanding</b>	
<b>Systems of language</b>	
Develop awareness of features of the Italian sound system, including pronunciation, syllable stress, rhythm and intonation, and how these are represented in written form	Understand and use the features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts
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	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
Understand the features of common spoken, written and multimodal texts	Analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence
<b>Language variation and change</b>	
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	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
Analyse and understand the dynamic nature of the Italian language, and of languages in general	Analyse and understand the dynamic nature of Italian (and languages in general) recognising the impact of technology, media and intercultural contact
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	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
<b>Role of language and culture</b>	
Reflect on the role of language and culture in interaction and how language constructs and reflects assumptions and values	Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity
<b>Achievement Standard</b>	
<p>By the end of Level 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 participate in classroom routines and 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</i>, <i>ma</i>, <i>però</i>, <i>anche</i>, <i>perché</i> and <i>invece</i> to create simple texts using known vocabulary and structures.</p> <p>Students are aware of similarities between Italian and English and understand that they borrow from each other. They recognise that literal translation between languages is not 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 text types such as letters, emails, descriptions and narratives. They are aware that language reflects 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 reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and consider how their response may be shaped by their own language(s) and culture(s).</p>	<p>By the end of Level 10, students use a range of everyday language both orally and in writing to exchange information about their personal, social, local 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 (<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 have developed a metalanguage to analyse and discuss features of language choice and use and cultural practice. They analyse texts, noticing 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 recognise that Italian language use varies according to context, purpose and mode. They consider social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia. They are aware of particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends', and recognise that certain concepts 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 recognise the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity.</p>