

Languages – Italian – Foundation to Year 10 Sequence – Sequence of achievement

Achievement Standard	Foundation to Year 2	Years 3 and 4	Years 5 and 6
	<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 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.</p> <p>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.</p> <p>They identify similarities and differences in the cultural practices of Italians and Australians.</p> <p>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>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.</p> <p>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.</p> <p>Students create written texts of a few sentences using familiar language and structures.</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>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.</p> <p>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 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>

Achievement Standard	Years 7 and 8	Years 9 and 10
	<p>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 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 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 of Italian language and culture, and discuss how their responses may be shaped by their own language(s) and culture(s).</p>	<p>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 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>