Prep–Year 10 and Years 7–10 (Year 7 entry sequence) Italian

ACiQ|v9.0

Australian Curriculum Version 9.0: Sequence of achievement standards aspects and related content descriptions

Languages is presented in two sequences that offer different entry points into language learning: from Prep to Year 10 or Year 7 to Year 10. This resource provides both the sequence of the achievement standards aspects, with related content descriptions, for Prep–Year 10 Italian, and Years 7–10 Italian (Year 7 entry sequence), for the Second Language Learner Pathway, organised by strands.

By breaking each achievement standard into discrete aspects and including aligned content descriptions, the increasing complexity of the achievement standard can be seen across Prep–Year 10. This supports teachers to identify the knowledge, understanding and skills that come before and after the enrolled year level/band.

When planning teaching, learning and assessment, teachers can use this resource to:

- plan for the range of learners within a single year level or band
- determine appropriate curriculum access points for all students
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

The following key has been used to assist teachers to identify the sub-strand for each content description.

Key	Interacting in Italian	Mediating meaning in and between languages	Creating text in Italian	Understanding systems of language	Understanding the interrelationship of language and culture

		Prep Students:	Year 1–2 band Students:	Year 3–4 band Students:	Year 5–6 band Students:	Year 7–8 band Students:	Year 9–10 band Students:
Communicating meaning in Italian	**P–10 sequence**	use play and imagination to interact and create Italian texts, with support AC9LITF01	use Italian language to interact and share information related to the classroom and themselves AC9LIT2C01 use cues to respond to questions and instructions, and use simple formulaic language AC9LIT2C01 AC9LIT2C02 AC9LIT2C04	use Italian language to initiate structured interactions to share information related to the classroom and their personal world AC9LIT4C01 use modelled language to participate in spoken and written activities that involve planning AC9LIT4C02	initiate and use strategies to maintain interactions in Italian language that are related to their immediate environment AC9LIT6C01 use appropriate sound combinations, intonation and rhythm in spoken texts AC9LIT6C01 AC9LIT6C04 collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences AC9LIT6C02	initiate and maintain interactions in Italian language in familiar and some unfamiliar contexts related to a range of interests and experiences AC9LIT8C01 use Italian to collaborate and problem-solve, and adjust language in response to others AC9LIT8C02	contribute to and extend interactions in Italian language in increasingly unfamiliar contexts related to a wide range of interests and issues AC9LIT10C01 AC9LIT10C02 interpret texts by evaluating and synthesising information, ideas and perspectives AC9LIT10C02 AC9LIT10C03
			locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning AC9LIT2C03	locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts AC9LIT4C03 AC9LIT4C04	use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Italian or English, adjusting their response to context, purpose and audience AC9LIT6C03 AC9LIT6C04	interpret information, ideas and opinions in texts AC9LIT8C03 AC9LIT8C04 demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses AC9LIT8C04	show understanding of how features of language can be used to influence audience response AC9LIT10C03 AC9LIT10C04

	Prep Students:	Year 1–2 band Students:	Year 3–4 band Students:	Year 5–6 band Students:	Year 7–8 band Students:	Year 9–10 band Students:
		use familiar words and modelled language to create texts AC9LIT2C05	use modelled language and basic syntax to create texts AC9LIT4C05	create texts, selecting and using a variety of vocabulary and sentence structures to suit context AC9LIT6C05 sequence information and ideas, and use conventions appropriate to text type AC9LIT6C05	select and use vocabulary, sentence structures and expressions to create texts AC9LIT8C05	create texts, selecting and manipulating language for a range of contexts, purposes and audiences AC9LIT10C05 apply and use complex sentences and structures to create and respond to spoken and written texts AC9LIT10C05 use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion AC9LIT10C05
Year 7 entry sequence					use Italian language to interact and collaborate with others, and to share information and plan activities in familiar contexts AC9LIT8EC01 respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges AC9LIT8EC02 AC9LIT8EC03	initiate and sustain Italian language to exchange and compare ideas and experiences about their own and others' personal world AC9LIT10EC01 AC9LIT10EC02 communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events AC9LIT10EC02 AC9LIT10EC03
					recognise relationships between spoken and written forms AC9LIT8EC03 AC9LIT8EC04 locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning AC9LIT8EC04 respond in Italian or English, and demonstrate understanding of context, purpose and audience in texts AC9LIT8EC05	interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives AC9LIT10EC04 synthesise information and respond in Italian or English, adjusting language to convey meaning and to suit context, purpose and audience AC9LIT10EC04 AC9LIT10EC05
					use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices AC9LIT8EC06	use structures and features of spoken and written Italian to create texts AC9LIT10EC06

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		Prep Students:	Year 1–2 band Students:	Year 3–4 band Students:	Year 5–6 band Students:	Year 7–8 band Students:	Year 9–10 band Students:
Understanding language and culture	**P–10 sequence**	identify that Italian and English look and sound different AC9LITF02	imitate the sounds and rhythms of Italian and demonstrate understanding that Italian has conventions and rules for non-verbal communication, pronunciation and writing AC9LIT2U01 AC9LIT2U02 give examples of similarities and differences between some features of Italian and English AC9LIT2U02 AC9LIT2U03	imitate sound combinations and rhythms of Italian language AC9LIT4U01 demonstrate understanding that Italian has non-verbal, spoken and written language conventions and rules to create and make meaning AC9LIT4U01 AC9LIT4U02 identify patterns in Italian and make comparisons between Italian and English AC9LIT4U03	apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Italian AC9LIT6U01 AC9LIT6U02 compare language structures and features in Italian and English, using some metalanguage AC9LIT6U03	apply the conventions of spoken Italian to develop fluency AC9LIT8U01 demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning AC9LIT8U02 comment on structures and features of Italian text, using metalanguage AC9LIT8U03	incorporate the features and conventions of spoken Italian to extend fluency AC9LIT10U01 demonstrate understanding of the conventions of spoken and written texts and the connections between them AC9LIT10U01 AC9LIT10U02 apply knowledge of language structures and features to make and predict meaning AC9LIT10U02 support analysis of Italian texts, using metalanguage AC9LIT10U03
		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 AC9LITF03	understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s) AC9LIT2U04	recognise that some terms have cultural meanings AC9LIT4U04 understand that the Italian language is connected with culture, and identify how this is reflected in their own language(s) and culture(s) AC9LIT4U04	show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity AC9LIT6U04	reflect on how the Italian language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity AC9LIT8U04	reflect on their own cultural perspectives and identity, and draw on their experience of learning Italian, to evaluate how this learning influences their ideas and ways of communicating AC9LIT10U04
	Year 7 entry sequence					approximate Italian sound patterns, intonation and rhythms, and demonstrate understanding that Italian has conventions and rules for non-verbal, spoken and written communication AC9LIT8EU01 AC9LIT8EU02 comment on aspects of Italian and English language structures and features, using metalanguage AC9LIT8EU03	apply features of the Italian sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges AC9LIT10EU01 select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts AC9LIT10EU02 support discussion of structures and features of texts, using metalanguage AC9LIT10EU03
						demonstrate awareness that the Italian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity AC9LIT8EU04	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 AC9LIT10EU04

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au or email the K–10 Curriculum and Assessment Branch at australiancurriculum@qcaa.qld.edu.au.

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