Prep–Year 10 Italian

Australian Curriculum Version 9.0: Sequence of achievement standards

The table below provides a sequence of achievement standards for Prep–Year 10 Italian, organised by strands. A similar resource is available for Years 7–10 Italian (Year 7 entry sequence).

	Prep	Years 1–2 band	Years 3–4 band	Years 5–6 band	Years 7–8 band	Years 9–10 band
Communicating meaning in Italian	By the end of the Prep year, students use play and imagination to interact and create Italian texts, with support.	By the end of Year 2, students use Italian language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. 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 texts.	By the end of Year 4, students use Italian language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. 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 texts.	By the end of Year 6, students initiate and use strategies to maintain interactions in Italian language that are related to their immediate environment. They use appropriate sound combinations, intonation, and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning 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 to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.	By the end of Year 8, students initiate and maintain interactions in Italian language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Italian to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.	By the end of Year 10, students contribute to and extend interactions in Italian language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.
Understanding language and culture	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.	Students imitate the sounds and rhythms of Italian and demonstrate understanding that Italian has conventions and 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 notice how this is reflected in their own language(s) and culture(s).	Students imitate sound combinations and rhythms of Italian language. They demonstrate understanding that Italian has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Italian and make comparisons between Italian and English. They understand that the Italian language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).	Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Italian. They compare language structures and features in Italian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.	Students apply the conventions of spoken Italian to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Italian text, using metalanguage. They reflect on how the Italian language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.	Students incorporate the features and conventions of spoken Italian to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Italian texts, using metalanguage. They 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.

More information

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