Comparison of AC v8.4 to v9.0

Prep: Languages/Italian

Key	same/refined	removed	new	moved

Note:
- the key applies to the content descriptions only
- v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

Version 8.4	Version 9.0
Achievement standard	**Achievement standard**
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, Come ti chiami? Dove abiti?), and choose among options, for example, in response to questions such as Vuoi il gelato o la caramella? They produce learnt sounds and formulaic expressions (for example, È bello! Non mi piace), 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 Ho sei anni. Sono bravo. Il gelato è buono. 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. 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. They identify similarities and differences in the cultural practices of Italians and Australians. They understand that they have their own language(s) and culture(s), and that they are also learners of Italian language and culture.	By the end of the Foundation year, students use play and imagination to interact and create Italian texts, with support. 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.

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play [Key concepts: self, family, friendship; Key processes: participating, playing, observing] ACLITC001	with support, recognise and communicate meaning in Italian AC9LITF01	Interacting in Italian	Communicating meaning in Italian
	participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song [Key concept: exchange; Key processes: sharing, deciding together] ACLITC002 **Moved to Years 1–2 band**			
	participate in real or simulated transactions using simple language and gestures in activities and games involving buying and selling [Key concept: exchange; Key processes: exchanging, describing] ACLITC003 **Moved to Years 1–2 band**			
	participate in classroom routines, games, instructions and shared activities [Key concepts: routine, play, sharing, reward; Key process: expressing preferences] ACLITC004 **Moved to Years 1–2 band**			
	locate specific items of information in texts using early literacy skills [Key concepts: text, observation, number, meaning; Key processes: noticing, decoding, selecting] ACLITC005 **Moved to Years 1–2 band**			
	give factual information about known people, everyday objects, family celebrations and personal experiences [Key concepts: self, ownership/possession, celebration; Key process: conveying information] ACLITC006 **Moved to Years 1–2 band**			
	participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of expression [Key concepts: story, imagination, response, character; Key processes: participating, responding, predicting, performing; Key text type: narrative/story] ACLITC007 **Moved to Years 1–2 band**			

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create stories and perform imaginary experiences [Key concepts: performance, expression; Key processes: miming, performing] ACLITC008 **Moved to Years 1–2 band**			
share with others what they can express in Italian, and explain how meanings are similar or different [Key concepts: code, translation; Key processes: comparing, explaining] ACLITC009 **Moved to Years 1–2 band**			
create a personal or shared record of 'interesting' words in Italian [Key concepts: similarity, difference; Key process: comparing] ACLITC010			
begin noticing what is 'new' or 'interesting' in Italian language and culture and recognising similarities and differences between Italian and Australian cultural practices and related language use [Key concepts: self, other, respect; Key processes: noticing, identifying] ACLITC011			
identify and describe aspects of self in relation to others [Key concepts: family, self, identity; Key processes: connecting, relating, observing] ACLITC012			
Understanding — reproduce the sounds of the Italian language ACLITU013	explore, with support, language features of Italian noticing similarities and differences between Italian and English AC9LITF02	Understanding systems of language	Understanding language and culture
notice and use some aspects of the Italian language system, including gender forms, simple sentence structures and the placement of adjectives ACLITU014 **Moved to Years 1–2 band**			
understand that language is organised as texts ACLITU015			
	explore connections between language and culture AC9LITF03		
recognise that different words are used in Italian to address and greet different people according to relationship, setting and time of the day ACLITU016 **Moved to Years 1–2 band**		Understanding the interrelationship of language and culture	
recognise that Italian and English borrow words from each other ACLITU017 **Moved to Years 3–4 band**			
understand that Italian is one of many community languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages ACLITU018			
notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures ACLITU019 **Moved to Years 1–2 band**			