

# Comparison of AC v8.4 to v9.0

## Years 3–4 band: Languages/Italian

Key	same/refined	removed	new	moved
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**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		
<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. They talk about self, family, people, places, routine, school life and their own interests and preferences, for example, 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. They use short sentences, reorganising known language to fit personal responses, for example, Giochi domani? Sì/no/Forse. 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. 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 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.</p> <p>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).</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	<p>interact and socialise with the teacher and peers to exchange personal information and describe people, places, things and everyday routines relating to self, school and home [Key concepts: routine, home; Key processes: describing, interacting, responding] ACLITC020</p>	<p>initiate exchanges and respond to modelled questions about self, others, and the classroom environment, using formulaic expressions AC9LIT4C01</p>	Interacting in Italian	Communicating meaning in Italian
	<p>participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complimenting [Key concepts: collaboration, school life; Key processes: negotiating, discussing, connecting] ACLITC023</p>			
	<p>participate in collaborative action in class experiences and activities [Key concepts: occasion, community; Key processes: describing, inviting] ACLITC021</p>			
	<p>participate in everyday transactions to obtain goods [Key concepts: need, desire; Key processes: deciding, negotiating] ACLITC022</p>	<p>participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9LIT4C02</p>		
	<p>obtain and process factual information about people, routines, responsibilities and interests [Key concepts: routine, events, time; Key processes: identifying, recording, categorising, selecting] ACLITC024</p>	<p>locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9LIT4C03</p>	Mediating meaning in and between languages	
	<p>listen to, view and read a range of imaginative texts for children, and discuss messages and impressions [Key concepts: story, drama, message; Key processes: viewing, reading, predicting, describing, discussing; Key text types: narrative, song, poetry] ACLITC026</p>			
	<p>translate texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English [Key concepts: translation, comparison; Key processes: translating, explaining] ACLITC028</p>	<p>develop strategies to comprehend and adjust Italian language in familiar contexts to convey cultural meaning AC9LIT4C04</p>		
	<p>understand that language use varies according to the participants' age, gender and relationship, and the context of use ACLITU035</p>			

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	give factual information about people, objects, places and events in texts supported by graphics or illustrations [Key concepts: information, fact; Key processes: describing, presenting] ACLITC025	create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions AC9LIT4C05	Creating text in Italian	
	create short, simple imaginative texts for different audiences [Key concepts: character, narrative; Key processes: interacting, creating] ACLITC027			
	create simple bilingual texts [Key concepts: meaning, equivalence; Key processes: comparing, explaining] ACLITC029			
Understanding	experiment with pronunciation and intonation and use rules of spelling ACLITU032	recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Italian to form words and phrases AC9LIT4U01	Understanding systems of language	
	use key grammatical structures to form simple sentences, including the use of possessive pronouns, prepositions, definite and indefinite articles, and gender and singular/plural forms ACLITU033	recognise Italian language conventions, grammatical structures and basic syntax in familiar texts and contexts AC9LIT4U02		
	recognise how grammatical structures are used to form simple texts ACLITU034	<u>recognise familiar Italian language features and compare with those of English, in known contexts</u> AC9LIT4U03		
	compare experiences, noticing how these are influenced by language and culture and how readily they may be expressed in Italian [Key concept: assumption; Key process: comparing] ACLITC030	identify connections between Italian language and cultural practices AC9LIT4U04	Understanding the interrelationship of language and culture	Understanding language and culture
	express aspects of own identity reflected in various group and community memberships, including their developing bilingual identity [Key concept: membership; Key process: representing] ACLITC031			
	understand that languages change with use over time ACLITU036			
	understand that Italian is spoken in a variety of forms within and outside of Italy ACLITU037			
	compare and reflect on different cultural practices and the ways in which language use reflects culture-specific ideas ACLITU038			

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