Years 5–6 band: 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 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, È buonissimo ...è molto bravo, mi piace di più ..., penso di sì/no, secondo me..., accept or reject ideas, agree and disagree, for example, No,non sono d'accordo! Hai ragione/torto. They ask simple questions, for example, Ti piace? Cosa prendi? Chi viene alla festa? Vieni anche tu? They understand the main points in spoken interactions consisting of familiar language in simple sentences. When speaking, they imitate pronunciation and intonation. 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, La musica di ... è bella, ma mi piace di più ... 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. 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.	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. 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.

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	interact to share interests, leisure activities, feelings, opinions and preferences [Key concepts: leisure, neighbourhood; Key processes: exchanging, corresponding] ACLITC039	initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment AC9LIT6C01	Interacting in Italian	Communicating meaning in Italian
	interact in classroom activities and create shared class routines [Key concepts: routine, class culture; Key processes: explaining, participating, sharing] ACLITC042			
	take action, make shared decisions and organise shared experiences [Key concepts: environment, plan; Key processes: participating, reflecting] ACLITC040	participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LIT6C02		
	participate in simple transactions such as purchasing and ordering goods and services [Key concepts: service, transaction; Key processes: transacting, exchanging, planning] ACLITC041			
	share and compare opinions about ideas in imaginative texts [Key concepts: description, story, narrative; Key processes: comparing, reviewing; Key text types: recount, narrative, biographical description] ACLITC045			
	listen to, view and read texts and gather information from a range of sources, including concepts drawn from other learning areas [Key concepts: lifestyle, leisure, health/wellbeing; Key processes: selecting, researching, comparing, synthesising] ACLITC043	locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LIT6C03	Mediating meaning in and between languages	
	represent information appropriately for different audiences, using a variety of modes [Key concepts: learning area concepts; Key processes: connecting, informing] ACLITC044			
	translate texts, recognising that words and meanings do not always correspond across languages, and expanding descriptions or giving examples where necessary to assist meaning [Key concepts: alternative, equivalence; Key processes: translating, comparing] ACLITC047	apply strategies to interpret and convey meaning in Italian language in familiar non-verbal, spoken and written cultural contexts AC9LIT6C04		

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	create imaginative texts for different audiences such as digital stories and raps using imaginary characters, places, ideas and events [Key concepts: text, imagination; Key processes: exchanging, performing, creating; Key text types: narrative, description, song lyrics] ACLITC046	create and present a range of informative and imaginative, spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type AC9LIT6C05	Creating text in Italian	
	create simple bilingual texts and discuss what translates easily or not [Key concepts: translation, explanation; Key processes: identifying, selecting, modifying] ACLITC048			
	compare everyday social experiences and related language use and consider own responses and reactions and those of others [Key concept: intercultural understanding; Key processes: comparing, reflecting, connecting] ACLITC049			
Understanding	develop pronunciation and intonation of Italian-specific sounds ACLITU051	apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LIT6U01	Understanding systems of language	Understanding language and culture
	use grammatical knowledge, to interpret and create meaning in Italian ACLITU052	use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions AC9LIT6U02		
	notice and use distinctive features of text organisation in Italian ACLITU053			
		compare some Italian language structures and features with those of English, using some familiar metalanguage AC9LIT6U03		
	share aspects of own identity such as appearance, character, background, family, preferences and experiences, including own role as a learner of Italian, and consider how these aspects contribute to identity formation [Key concept: intracultural understanding; Key processes: sharing, connecting, reflecting] ACLITC050	recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication AC9LIT6U04	Understanding the interrelationship of language and culture	
	recognise that language use varies according to the contexts of situation and culture ACLITU054			
	reflect on their own assumptions about the values, beliefs and cultural norms of Italians compared to their own ACLITU057			
	recognise the dynamic nature of language and culture ACLITU055			
	understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of Australian society ACLITU056			