Comparison of AC v8.4 to v9.0

ACiQ | v9.0

Years 7–8 (7–10 Sequence): 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 8, students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds. They use known phrases to exchange ideas and opinions, for example, Non mi piace la pallacanestro. They use language to interact and to respond to classroom instructions, questions and directions. They approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants. They use gesture and some formulaic expressions to support oral interaction. Students use well-rehearsed language related to their personal experiences (for example, stating preferences in sports, leisure activities and entertainment), in both spoken and written forms, and predominantly in the present tense. They demonstrate understanding of information from a range of factual and creative texts. They use learnt structures to create texts such as, captions, descriptions, conversations and correspondence, providing information about themselves, their personal worlds and immediate needs, interests and preferences. They produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs. They connect ideas using conjunctions such as e, ma, però, anche, perché- and invece to create simple texts using known vocabulary and structures. Students identify similarities between Italian and English and understand that they are related languages which borrow from each other. They know that that literal translation between languages is not always possible. They reflect on how culture is evident in experiences, images and texts. They understand and use metalanguage to explain aspects of language and culture, and use simple statements to identify features of different text types. They know that language reflects contexts of situation and culture, and identify differences between standard, dialectal and regional forms of Italian. They analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture. They reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and identify how their response may be shaped by their own language(s) and culture(s).	By the end of Year 8, students use Italian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Italian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. Students approximate Italian sound patterns, intonation and rhythms, and demonstrate understanding that Italian has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Italian and English language structures and features, using metalanguage. They 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.

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	socialise with peers and adults to exchange greetings, good wishes, factual information and opinions about self, family and friends, routines, shared events, leisure activities, interests, likes and dislikes [Key concepts: naming, friendship, family, celebration, leisure, neighbourhood; Key processes: interacting, exchanging, describing] ACLITC096	interact with others using modelled language to exchange information in familiar contexts about self and personal world AC9LIT8EC01	Interacting in Italian	Communicating meaning in Italian
	develop language to interact in classroom routines and tasks, for example, posing questions, asking for repetition, rephrasing, explaining, asking how to say something in Italian, expressing opinion, and giving and following instructions [Key concepts: class routine, responsibility, community; Key processes: questioning, negotiating] ACLITC099	develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LIT8EC02		
	participate in individual or collective action, both orally and in writing, by making arrangements, inviting, planning, deciding and responding [Key concepts: activity, rules, politeness; Key processes: arranging, negotiating alternatives, deciding, responding] ACLITC097	engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LIT8EC03		
	participate in spoken and written transactions, including purchasing goods and services, and give and follow directions and instructions [Key concepts: social exchange, etiquette; Key processes: negotiating, describing, transacting, ordering] ACLITC098			
	identify factual information from a range of spoken, written and multimodal texts, and process and represent meaning through, for example, classifying, sequencing and summarising [Key concepts: concepts drawn from selected texts and from learning areas across the curriculum; Key processes: locating, ordering, classifying, comparing, tabulating] ACLITC100	locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LIT8EC04	Mediating meaning in and between languages	
	convey factual information and ideas through a range of spoken, written and multimodal texts, using information from a range of sources [Key concepts: society, event, fact, opinion; Key processes: describing, comparing, presenting] ACLITC101			
	participate in listening to, reading and viewing imaginative texts and make connections with characters, events, actions, settings, and key ideas and messages			

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[Key concepts: moral/message, sequence, performance, identity, imagination, character; Key processes: understanding, connecting; Key text types: description, narrative, cartoon] ACLITC102		Creating text in Italian	Understanding language and culture
translate phrases and short texts from Italian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meanings [Key concept: equivalence; Key processes: translating, interpreting, comparing] ACLITC104	develop and begin to apply strategies to interpret, translate and convey meaning in Italian in familiar contexts AC9LIT8EC05		
	create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions AC9LIT8EC06		
create imaginative texts that present events, characters and emotions from their own experiences [Key concepts: imagination, message; Key processes: expressing, connecting; Key text types: narrative, description] ACLITC103			
create bilingual texts related to experiences in contexts where Italian and Australian realities might differ [Key concepts: bilinguality, appropriateness; Key processes: noticing, comparing] ACLITC105			
reflect on own and others' responses to intercultural experiences and interactions [Key concepts: agreement/disagreement, positioning, norms, comfort/discomfort; Key processes: comparing, noticing, reflecting] ACLITC106			
develop awareness of features of the Italian sound system, including pronunciation, syllable stress, rhythm and intonation, and how these are represented in written form ACLITU108	recognise and use features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts AC9LIT8EU01	Understanding systems of language	
understand and use key features and patterns of the Italian grammatical system, including definite and indefinite articles, gender and agreement, present tense of regular and common irregular verbs, and simple sentence construction ACLITU109	develop knowledge of, and use structures and features of, the Italian grammatical and writing systems, to understand and create spoken, written and multimodal texts AC9LIT8EU02		
understand the features of common spoken, written and multimodal texts ACLITU110			
analyse variable linguistic features present in the learning contexts and texts to develop an understanding that language use varies depending on participants, their roles and relationships, and according to the contexts of situation and culture ACLITU111			
	compare Italian language structures and features with English, using familiar metalanguage AC9LIT8EU03		
reflect on own identity, including identity as a user and learner of Italian, through connecting observations made about experiences over time [Key concepts: membership, sequence; Key processes: connecting, exchanging, reflecting] ACLITC107	recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values AC9LIT8EU04	Understanding the interrelationship of language and culture	
reflect on the role of language and culture in interaction and how language constructs and reflects assumptions and values ACLITU114			
analyse and understand the dynamic nature of the Italian language, and of languages in general ACLITU112			
analyse and understand the place of Italian locally and internationally, including the relationship between Standard Italian and regional dialects, and Italian in the ecology of languages in Australia ACLITU113			

The row labels "Understanding" span the lower section on the left.