

Comparison of AC v8.4 to v9.0

Years 7–8 (P–10 Sequence): 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 8, students use spoken and written Italian to interact in a range of personal and social contexts. They describe or present people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds, for example, <i>Ecco mio padre. Si chiama Edoardo. Ha quarantadue anni. They understand main points and some specific details in a range of texts organised around known content and including some unfamiliar language. They express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed. They respond to and create simple informational and imaginative texts, for example, <i>Io comincio la scuola alle otto e mezzo. Le materie che studio sono l'inglese, la matematica, le scienze e la storia. They express views on familiar topics and make comparisons, adding their own opinions or reasons, for example, <i>Mi piace il mio amico perché è buffissimo. Mi piace anche perché è veramente intelligente. They apply their understanding that texts vary according to purpose and audience, and use contextual clues, questioning and bilingual dictionaries to identify, interpret and summarise the meaning of familiar and some unfamiliar language. They give some justification for their interpretations of texts. They ask questions and seek clarification. Students create cohesive and coherent texts for different purposes on a range of familiar topics, using appropriate language structures and vocabulary, including different modal verbs and tenses, for example, <i>Non posso venire alla partita perché devo studiare. They use conjunctions, adjectives and adverbs to elaborate meanings, for example, <i>La professoressa di matematica è molto simpatica ma il professore di educazione fisica è qualche volta troppo severo.</i></i></i></i></i></p> <p>Students understand and use metalanguage to explain aspects of language and culture. They identify features of text types such as letters, emails, descriptions and narratives. They know that language is chosen to reflect 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 know that languages do not always translate directly. They reflect on how they interpret and respond to intercultural experience, and to aspects of Italian language and culture, and discuss how their responses may be shaped by their own language(s) and culture(s).</p>		<p>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.</p> <p>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.</p>		
Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	<p>initiate and maintain social interaction with peers and known adults by seeking and offering ideas, thoughts and feelings about people, events and experiences</p> <p>[Key concepts: relationship, experience, community; Key processes: sharing perspectives, exchanging, corresponding] ACLITC058</p>	<p>initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others</p> <p>AC9LIT8C01</p>	Interacting in Italian	Communicating meaning in Italian
	<p>contribute to collaborative planning of events, experiences and activities, considering options and negotiating arrangements</p> <p>[Key concepts: event, celebration, experience; Key processes: negotiating, suggesting, requesting, explaining] ACLITC059</p>	<p>collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events</p> <p>AC9LIT8C02</p>		
	<p>participate in transactions related to purchasing goods and services, such as buying clothing and tickets and evaluating 'value for money'</p> <p>[Key concepts: exchange, etiquette; Key processes: transacting, negotiating, comparing] ACLITC060</p>			
	<p>participate in classroom activities, giving and following instructions, asking questions to clarify purpose, and describing procedures and actions taken</p> <p>[Key concepts: community, classroom culture; Key processes: reflecting, explaining, exemplifying] ACLITC061</p>			
	<p>analyse, summarise and share key ideas and information from a range of texts</p> <p>[Key concepts: fact/fiction, representation, perspective, choice; Key processes: identifying, comparing, sequencing] ACLITC062</p>	<p>interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience</p> <p>AC9LIT8C03</p>	Mediating meaning in and between languages	
	<p>respond to a range of imaginative texts by expressing ideas and opinions about the themes, characters, events and cultural attitudes conveyed, and relate to personal experience</p> <p>[Key concepts: narrative, relationships, values; Key processes: interpreting, comparing; Key text types: story, film] ACLITC064</p>	<p><u>interpret and adjust non-verbal, spoken and written language to convey meaning in Italian language in familiar and some unfamiliar cultural contexts</u></p> <p>AC9LIT8C04</p>		

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	<p>translate texts, discussing different versions and why these might occur [Key concepts: equivalence, meaning; Key processes: translating, experimenting, comparing] ACLITC066</p>			
	<p>convey ideas and opinions by creating spoken, written and multimodal texts [Key concepts: youth issues, representation; Key processes: informing, persuading, responding] ACLITC063</p>	<p>create and present spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context AC9LIT8C05</p>	Creating text in Italian	
	<p>create texts for particular audiences that depict experiences or topics of interest [Key concepts: imagination, audience; Key processes: describing, contextualising, narrating, recounting, expressing; Key text types: narrative, description, recount] ACLITC065</p>			
	<p>create short bilingual texts such as captions, stories and commentaries [Key concepts: equivalence, comparison; Key processes: translating, experimenting] ACLITC067</p>			
Understanding	<p>develop an understanding and use the sound system of Italian ACLITU070</p>	<p>apply knowledge of conventions of spoken Italian to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9LIT8U01</p>	Understanding systems of language	Understanding language and culture
	<p>use grammatical knowledge to extend meanings, including knowledge of irregular, reflexive and modal verbs ACLITU071</p>	<p>apply understanding of grammatical structures and expressions to compose and respond to texts AC9LIT8U02</p>		
	<p>apply understanding of distinctive features of text organisation ACLITU072</p>	<p>reflect on similarities and differences between Italian and English language structures and features, using metalanguage AC9LIT8U03</p>		
	<p>participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses [Key concepts: cultural comfort, cultural assumption; Key processes: reflecting, comparing, questioning, relating] ACLITC068</p>	<p>reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values AC9LIT8U04</p>	Understanding the interrelationship of language and culture	
	<p>reflect on own participation in intercultural exchange and consider how this shapes own identity over time [Key concepts: identity, intercultural sensitivity; Key processes: comparing, reviewing, reflecting] ACLITC069</p>			
	<p>analyse the ways in which choices in everyday language use reflect cultural practices and values ACLITU076</p>			
	<p>recognise how language use varies depending on the context of the situation and the context of culture ACLITU073</p>			
	<p>recognise the impact of media and technology on the way Italian is changing as a language of local and international communication ACLITU074</p>			
<p>understand the value of communicating within and across languages, and discuss the interrelationship between Italian, English and other languages ACLITU075</p>				

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