Key	same/refined	removed	new	moved

Note:

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Version 8.4	Version 9.0
Achievement standard	**Achievement standard**
By the end of Year 10, students use written and spoken Italian to interact with others in a range of contexts and for a range of purposes. They discuss topics such as education, work, the environment and youth issues as well as concepts from a range of learning areas. They recount experiences, and express feelings and opinions, agreement and disagreement, using present, past and future tenses, and linking statements with both coordinating and subordinating conjunctions, for example, Era stanca, così non è uscita. Non mi piace quel romanzo perché è triste! Prima siamo andati al cinema, poi siamo andati a prendere un gelato. They demonstrate grammatical control when using complex sentences. They create a range of connected texts and interact with some degree of personalisation on a variety of subjects related to their own interests. In classroom discussions, they present and communicate personal thoughts and opinions, and account for and sustain a particular point of view, for example, Non c' è dubbio che … Credo che questi articoli offrano solo un punto di vista. They identify key ideas in different text types dealing with both concrete and abstract topics. They follow the development and relationship of ideas, identifying, for example, identifying sequencing, cause and effect, and consequences. They compare and evaluate ideas across languages and cultures, for example, Secondo me … dal mio punto di vista … per quanto mi riguarda. I giovani italiani sono più interessati nella politica. They discuss future plans and aspirations. Students develop and defend interpretations of texts and diverse points of view, and elaborate, clarify and qualify ideas using supporting evidence and argument. They present real or imaginary events and experiences in narratives, descriptions and recounts. They translate texts and produce bilingual texts, recognising that not all concepts can necessarily be rendered fully in another language. Students reflect on their experience of learning Italian language and culture. They exchange opinions and responses, noting how these may have changed over time. They identify ways in which writers and speakers make choices when using language, and make connections between language used, cultural concepts expressed and their own experiences or views. They reflect on their own and others' use of language, the language choices made, and the cultural assumptions or understandings which shape them. They analyse how culture affects communication and the making and interpreting of meaning, and how languages reflect cultures.	By the end of Year 10, students initiate and sustain Italian language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Italian or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Italian to create texts. Students apply features of the Italian sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Italian, to discuss how this learning influences their ideas and ways of communicating.

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions and feelings [Key concepts: naming, relationships, generational change, values; Key processes: exchanging, comparing] ACLITC115	initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal worlds AC9LIT10EC01	Interacting in Italian	Communicating meaning in Italian
	interact in Italian with the teacher, peers and others, and exchange reactions and responses to ideas, issues and experiences being discussed [Key concepts: comfort/discomfort, multiplicity, reflective literacy; Key processes: connecting, decentring, reflecting, questioning assumptions] ACLITC125			
	use classroom language to question, elicit and offer opinions, and compare and discuss ideas [Key concepts: compromise, debate; Key processes: expressing, questioning, presenting, representing] ACLITC118	use Italian language in exchanges to question, offer opinions and compare and discuss ideas AC9LIT10EC02		
	participate in individual and collective action by deciding, explaining and justifying [Key concepts: environment, fairness, community; Key processes: discussing, debating, commenting, comparing] ACLITC116	use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9LIT10EC03		
	participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving [Key concept: value; Key processes: comparing, negotiating] ACLITC117			
	select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences [Key concepts: visual images, media, representation, relationship; Key processes: identifying diverse perspectives, transposing, connecting, applying] ACLITC119	interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LIT10EC04	Mediating meaning in and between languages	
	convey information and compare diverse perspectives from multiple sources in Italian [Key concepts: public perceptions, representation, globalisation; Key processes: reporting, relating, comparing] ACLITC120			

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Version 8.4		Version 9.0		
	respond to imaginative texts, stating views about themes, events and values, and making connections with own experiences as appropriate [Key concepts: relationship, imagination; Key processes: comparing, connecting/relating; Key text types: narrative, biography, song] ACLITC121			
	create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ [Key concept: interculturality; Key processes: comparing, reflecting, evaluating, explaining] ACLITC124	apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LIT10EC05		
		create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences AC9LIT10EC06	Creating text in Italian	
	create imaginative texts to express experiences, ideas and emotions [Key concepts: life, experiences, change; Key processes: creating, expanding, connecting; Key text types: autobiography, biography] ACLITC122			
	translate texts from Italian to English and vice versa, and compare different versions for different audiences and contexts [Key concept: representation; Key processes: translating, considering alternatives, interconnecting, explaining, reflecting] ACLITC123			
Understanding	understand and use the features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts ACLITU127	apply features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts AC9LIT10EU01	Understanding systems of language	Understanding language and culture
	extend knowledge of and use more complex features and patterns of the Italian grammatical system, including possessive, reflexive, demonstrative and relative pronouns; irregular and reflexive verbs; and comparatives and superlatives ACLITU128	select and use structures and features of the Italian grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9LIT10EU02		
	analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence ACLITU129	reflect on and evaluate Italian texts, using metalanguage to discuss language structures and features AC9LIT10EU03		
	analyse lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture ACLITU130			
	reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence [Key concepts: memory, language affiliation, judgement; Key processes: connecting, evaluating, reflecting] ACLITC126	reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating AC9LIT10EU04	Understanding the interrelationship of language and culture	
	reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity ACLITU133			
	analyse and understand the dynamic nature of Italian (and languages in general) recognising the impact of technology, media and intercultural contact ACLITU131			
	compare and contrast aspects of communication and the relationship among languages used in the ecology of languages in Australia, including Aboriginal languages and Torres Strait Islander Languages, Asian languages and world languages ACLITU132			