Key	same/refined	removed	new	moved

Note:
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- 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 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, sustain and extend discussions related to aspirations, relationships and contemporary social issues [Key concepts: relationship, youth, experience; Key processes: discussing, debating, explaining, corresponding] ACLITC077	initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others AC9LIT10C01	Interacting in Italian	Communicating meaning in Italian
	interact in discussions by questioning, making suggestions and expressing opinions, and reflect on experiences of classroom interactions [Key concepts: interaction, relationship, perspective; Key processes: expressing, questioning, reflecting] ACLITC080			
	contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing diverse views [Key concepts: perspective, diversity, collaboration; Key processes: discussing, organising, planning, negotiating] ACLITC078	contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences AC9LIT10C02		
	participate in spoken or written transactions to obtain goods and services, including expressing views on quality and making complaints and recommendations [Key concepts: negotiation, value; Key processes: interacting, persuading, complaining] ACLITC079			
	analyse, synthesise and evaluate ideas and information from multiple sources on a range of contemporary issues [Key concepts: perspectives, representation, bias; Key processes: interpreting, evaluating, summarising, connecting, analysing] ACLITC081	evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LIT10C03	Mediating meaning in and between languages	
	give information in different forms, offering own views in relation to the content and considering the significance for particular audiences [Key concepts: media, message, opinion; Key processes: designing, evaluating, persuading] ACLITC082			
	read, discuss and review a range of imaginative texts and respond by expressing opinions, explaining the themes, discussing characters, and considering language use and cultural meanings [Key concepts: imagination, emotion, voice; Key processes: interpreting, comparing; Key text types: short story, biography, film, poem, song] ACLITC083			

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Version 8.4		Version 9.0		
	create a range of imaginative texts, considering how to represent ideas, characters and events [Key concepts: emotion, expression, choice, voice, stance; Key processes: composing, reviewing, considering impact; Key text types: song, poem, story, drama] ACLITC084			
	translate a range of texts and discuss how to convey concepts across different linguistic and cultural contexts [Key concepts: representation, sensitivity, equivalence; Key processes: translating, reviewing, comparing] ACLITC085	interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LIT10C04		
		create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences AC9LIT10C05	Creating text in Italian	
	create bilingual texts that reveal aspects of Australian culture for Italian-speaking audiences and vice versa [Key concepts: cultural positioning, sensitivity; Key processes: translating, captioning] ACLITC086			
	reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding [Key concepts: meaning, representation, history/origin, understanding; Key processes: comparing, reflecting] ACLITC087			
Understanding	use appropriate Italian pronunciation, stress and intonation in increasingly complex sentences and texts ACLITU089	apply features and conventions of spoken Italian to extend fluency in responding to and creating texts in familiar and unfamiliar contexts AC9LIT10U01	Understanding systems of language	Understanding language and culture
	extend grammatical knowledge, including present, past and future tenses, and the conditional and subjunctive mood, to interpret and create meaning in texts ACLITU090	apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas AC9LIT10U02		
	analyse and apply linguistic, cultural and textual features of specific text types ACLITU091			
		reflect on and evaluate Italian texts, using metalanguage to analyse language structures and features AC9LIT10U03		
	investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal identity [Key concepts: membership, self/other, identity, multiplicity; Key processes: reflecting, explaining] ACLITC088	reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating AC9LIT10U04	Understanding the interrelationship of language and culture	
	understand that language use has the power to influence social relationships, beliefs and values ACLITU094			
	analyse how linguistic choices construct and reflect ideas, practices and values, and consider how these influence the exchange of meaning ACLITU095			
	investigate how language varies according to context and speakers ACLITU092			
	recognise how Italian language and culture have evolved and how they continue to change over time due to influences such as changing contexts and intercultural contact ACLITU093			