

Years 5–6 Italian Curriculum and assessment plan

Example

Level description		Context and cohort considerations	
In Years 5 and 6, Italian language learning builds on each student's prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in Italian to exchange information and ideas relating to their interests, school and local environment, and engage with Italian-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources. Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify Italian language structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.		Students begin learning Italian in Year 5 and are not expected to have any prior exposure to or knowledge of Italian language or culture. They have access to technology to engage with authentic multimedia resources that support language learning. Each of the four units is taught over a semester to support depth of learning and sustained language development, moving from guided communication about familiar topics in Unit 1, to more independent and creative language use in intercultural contexts in Unit 4.	
Unit 1 — La dolce vita	Unit 2 — Chi mangia bene, vive bene (Those who eat well, live well)	Unit 3 — La mia giornata tipica (My typical day)	Unit 4 — Visitiamo l'Italia! (Let's visit Italy!)
Timing: Year 5, Semester 1 Duration: 20 weeks	Timing: Year 5, Semester 2 Duration: 20 weeks	Timing: Year 6, Semester 1 Duration: 20 weeks	Timing: Year 6, Semester 2 Duration: 20 weeks
From being the birthplace of the Roman empire to inventing pizza, Italy has had a significant impact on the world. In this unit, students begin their Italian language journey by learning about Italy and its influence in Queensland. They brainstorm Italian words they know and reflect on why some of these words are used in English. Students watch videos of Italian speakers interacting to develop an awareness of different gestures and greetings used in Italian-speaking communities. They compare these with gestures and greetings they are familiar with and that are used in similar social situations. Students learn to introduce and describe themselves and others in Italian, including their name, age, birthday, nationality, and eye and hair colour. They learn family and pets' vocabulary, and through games and roleplays, students practise introducing and describing themselves and others, using familiar vocabulary and sentence patterns. To explore Italy's contributions to Australian society and the world, they read short profiles of famous Italians, then select a profile to research further and create an informative poster about this person for a classroom display. To develop their listening and interpretive skills, they listen to familiar story books in Italian, using their knowledge of the stories to locate information and demonstrating their understanding by sequencing a set of images. Students start to compare Italian sentences with their English equivalent using simple metalanguage, e.g. by commenting on how plurals are formed in both languages. Finally, they create and perform a short conversation.	Italian cuisine introduced beloved dishes like pasta and gelato to Australian households and restaurants. In this unit, students explore Italian food culture and draw comparisons with the importance of food in their own culture(s). They learn about Italian food linked to specific customs, such as eating <i>panettone</i> for Christmas, and to specific regions, such as the traditional <i>cannoli</i> from Palermo. To develop students' familiarity with cultural diversity, they participate in respectful class discussions about the food associated with their own cultures and the words or expressions related to food, such as having cake for a birthday celebration and singing 'happy birthday' or wishing someone <i>Buon appetito!</i> at the start of a meal. Students learn to describe their favourite dish in Italian and collaborate to create a class book with each student contributing an image and a description. They engage with menus from school cafeterias in Italy and compare these with what they usually eat for lunch. Students watch videos and listen to conversations about food in different contexts, such as at the school cafeteria or tuckshop, at the supermarket, at the cafe or at the market, and compare the language used in Australia and in Italy. Through roleplaying conversations in different situations and participating in comprehension activities, they develop their speaking and listening skills as well as their understanding that cultural practices influence communication. Students apply the knowledge from this unit to design their ideal lunch box, then write an article about food and perform a short conversation.	Students explore the inquiry question 'What is a typical school day like for children in Italian-speaking communities?'. In this unit, students learn to discuss their daily routine and to understand the daily routines of others through interactive activities, e.g. matching routines with times or creating a timetable to compare with their peers. To examine different cultural practices, they watch videos about Italian young people's daily lives and notice differences and similarities from their own. Students learn to describe their school-day routines, practising their pronunciation and intonation through interactive activities, such as roleplays. To extend their vocabulary, they learn to ask and tell the time and describe their school environment. Students are shown a variety of classrooms and schools across Italy and Australia, and vote for their favourite, stating their preferences, using <i>Mi piace ...</i> They learn to ask and answer questions about school, such as <i>Com'è la tua scuola?</i> or <i>Qual è la tua materia preferita?</i> Students continue developing their awareness of different cultural practices by engaging with texts related to school in Italy, such as timetables and school cafeteria menus. They practise their writing skills by composing short paragraphs in Italian, making comparisons between different daily routines. Then, students collaborate to create and perform a short conversation in Italian, where one student acts as a tour guide, welcoming an Italian student and showing them around their school. Finally, they apply the knowledge from this unit when writing a blog post in Italian about their ideal school day.	Building on their learning about food and culture from Unit 2, students deepen their intercultural understanding and language skills by going on a virtual trip to Italy. In this unit, they explore iconic Italian cities, such as Rome, Florence, and Venice, using multimedia resources and then learn to describe famous landmarks like the Colosseum or the Rialto Bridge in Italian. Students practise their new vocabulary through roleplaying as tourists asking for directions, discussing the places they want to visit and making simple statements about their travel plans. They use flash cards to learn modelled sentences and vocabulary to ask for and buy an item from a shop, such as a souvenir. Through creating travel itineraries and planning routes between landmarks, students develop their understanding of Italian transport and geography, reflecting on the most sustainable way to travel from one place to another. They watch videos and read texts about holidays and travel, and complete comprehension and reflection activities, such as comparing Italian and Australian travel experiences, noting differences in everyday interactions. Students use the present tense to discuss what a young Italian tourist would enjoy doing and visiting in their own hometown. They then collaborate to create a travel brochure in Italian to present this information, e.g. <i>'Cinque cose da fare a Cairns'</i>. Finally, students apply the knowledge from this unit to create and perform a conversation between an Australian student visiting Italy and their host parent and complete a supervised assessment task.

	Unit 1 — La dolce vita		Unit 2 — Chi mangia bene, vive bene. (Those who eat well, live well)		Unit 3 — La mia giornata tipica (My Typical Day)		Unit 4 — Visitiamo l’Italia (Let’s visit Italy!)	
	Assessment 1 — First meeting conversation	Term/ week	Assessment 3 — The perfect lunch box	Term/ week	Assessment 5 — Benvenuti nella mia scuola!	Term/ week	Assessment 7 — Esploriamo	Term/ week
Assessment	Description: Using puppets, toys or other classroom resources, students create and perform a short conversation in Italian between two students meeting for the first time. Technique: Extended response Mode: Spoken Conditions: • up to 1 minute	Term 1, Week 8	Description: In pairs, students design their ideal lunch box, explaining their choices in a short paragraph in Italian. They may include a picture. Technique: Extended response Mode: Written Conditions: • up to 100 words in Italian	Term 3, Week 8	Description: In pairs, students create a conversation in Italian where one student acts as a tour guide, welcoming an Italian student and showing them around their school. They record their conversation for submission. Technique: Extended response Mode: Spoken Conditions: • up to 2 minutes conversation	Term 1, Week 8	Description: In pairs, students roleplay a conversation in Italian between an Australian student visiting Italy and their host parent. The student asks for advice when planning an activity of their choice based on their preferences. Technique: Extended response Mode: Spoken Conditions: • up to 2 minutes conversation	Term 3, Week 8
	Assessment 2 — Famous Italians Description: Students read descriptions of famous Italians in Italian and respond to comprehension questions, including questions about metalanguage related to gender and plural rules in Italian and in English. Technique: Supervised assessment Mode: Written Conditions: • up to 50 minutes, with 5 minutes perusal	Term 2, Week 8	Assessment 4 — Culinary article Description: Part 1: Students create an article in English for the school newsletter about an Italian dish or food. They propose an Australian equivalent and describe and compare cultural practices linked to both foods, for example, <i>panettone</i> and Christmas pudding or a <i>Margherita</i> pizza and a pineapple and ham pizza. Part 2: Then, in pairs, in Italian, they record themselves asking each other about their favourite food and food-related word or expression in Italian and in their own language. Technique: Extended response Mode: Multimodal Conditions: • up to 200 words in English for the article with some Italian words • up to 1 minute conversation	Term 4, Week 7	Assessment 6 — Il giorno migliore Description: Students write a blog post about their ideal school day. Technique: Extended response Mode: Written Conditions: • up to 100 words in Italian	Term 2, Week 8	Assessment 8 —Travel assessment Description: Students read the profiles of two tourists and a short itinerary of a trip to Italy, written in Italian. They then pick one tourist, and rewrite the itinerary, adjusting it to reflect the tourist’s preferences and needs. Technique: Supervised assessment Mode: Written Conditions: • up to 50 minutes, with 10 minutes perusal	Term 4, Week 7

	Unit 1 — La dolce vita	Unit 2 — Chi mangia bene, vive bene. (Those who eat well, live well)	Unit 3 — La mia giornata tipica (My Typical Day)	Unit 4 — Visitiamo l'Italia (Let's visit Italy!)
Achievement standard	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.	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.	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.	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.
Moderation	Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.	Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.	Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.	Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.

Content descriptions	Units				Content descriptions	Units			
Communicating meaning in Italian	1	2	3	4	Understanding language and culture	1	2	3	4
Interacting in Italian initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment AC9LF6C01	☐	☒	☒	☐	Understanding systems of language apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LF6U01	☒	☒	☒	☒
participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LF6C02	☐	☒	☐	☒	use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions AC9LF6U02	☒	☒	☒	☒
Mediating meaning in and between languages locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LF6C03	☒	☐	☐	☒	compare some Italian language structures and features with those of English, using some familiar metalanguage AC9LF6U03	☒	☐	☐	☐
apply strategies to interpret and convey meaning in Italian language in familiar non-verbal, spoken and written cultural contexts AC9LF6C04	☒	☐	☒	☒	Understanding the interrelationship of language and culture recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication AC9LF6U04	☐	☒	☐	☐
Creating text in Italian 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 AC9LF6C05	☒	☒	☐	☒					

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	☒	☒	☒	☒
Digital literacy	☐	☐	☐	☒
Ethical understanding	☐	☐	☐	☐
Intercultural understanding	☒	☒	☒	☒
Literacy	☒	☒	☒	☒
Numeracy	☐	☐	☐	☒
Personal and social capability	☐	☒	☐	☒

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	☐	☐	☐	☐
Asia and Australia's engagement with Asia	☐	☐	☐	☐
Sustainability	☐	☐	☐	☐

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