Years 7–8 (P–10 sequence) Italian Curriculum and assessment plan

Example

Level description	Context and cohort considerations
In Years 7 and 8, Italian language learning builds on each student's prior learning and experiences. Students use Italian language, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers. Students access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Italian and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.	While most students begin Year 7 with prior Italian language learning experience, some students may not have background knowledge from primary school and will require some differentiation and support. In Year 7, students study Italian for one term, accounting for three lessons a week. In Year 8, students continue studying Italian for a semester, for three lessons a week.

Unit 1 — La nostra storia (Our story)	Unit 2 — La nostra comunità (Our community)	Unit 3 — Il nostro progetto (Our project)
Timing: Year 7, Term 1 Duration: 10 weeks	Timing: Year 8, Term 1 Duration: 10 weeks	Timing: Year 8, Term 2 Duration: 10 weeks
In this immersive language-learning unit, students enhance their communication skills in real-life scenarios by collaboratively crafting and acting out stories in Italian using teacher-guided story construction. Students review and apply prior Italian vocabulary knowledge relating to topics such as describing people and places, hobbies and families. By acting out scenarios from stories studied in class, they develop the ability to communicate in a range of situations. Students collaborate with classmates to share opinions and make comparisons about characters and scenes from stories, applying rules for adjectives, adverbs and conjunctions to create more engaging and interesting texts. They notice Italian cultural elements in stories and make comparisons to elements of their own culture(s). Students undertake comprehension activities and use speaking and writing prompts to discuss and retell scenes from studied stories, applying the conventions of spoken Italian and adjusting their language to convey meaning appropriate to text type and context. They demonstrate their knowledge gained from this unit by completing unfinished stories provided by the teacher.	Designed to cultivate linguistic and cultural proficiency, this unit develops students' ability to see different perspectives, grow their community and enhance their sense of belonging by learning about diverse communities. They use Italian to discuss the characteristics of Australian communities and reflect on their own culture(s), commenting on, for example, the role of families and extended family structures across cultures. Students engage with a range of texts (e.g. songs, music videos, advertisements, comic strips) about Italian-speaking families and communities. They compare Australian and Italian cultures and note the similarities and differences between Italian and Australian expressions evident in these texts. Students learn Italian vocabulary and phrases useful for initiating and maintaining conversations, such as common idioms and interrogatives, and apply this knowledge when speaking with a similarly aged Italian-speaking 'language buddy'. To track their progress, students create biweekly journal entry videos in Italian, commenting on their language usage, noting how their conversational ability develops through these interactions. They then engage with Italian texts relating to young people and communities in an examination, demonstrating their understanding of Italian cultural expressions.	An Italian cultural day provides students with an excellent opportunity to promote Italian culture and language within their school and to showcase their learning. In this unit, students engage with a variety of texts to gain an understanding of the hobbies and interests of young Italians, including popular holiday destinations, daily routines, approaches to sustainability, favourite songs, bands, sports and traditions. They develop Italian language skills relating to verbs and tenses and share their opinions and experiences relating to these topics. Students then select their own topic of interest and plan cultural day activities relating to this topic, including managing an allocated budget. Students discuss cultural differences and reflect on aspects of the Italian language and culture they enjoy or would like to experience in the future. They collaborate with a classmate to create a video to be presented to the community during the Italian cultural day, highlighting an aspect of Italian culture that interests them.

	Unit 1 — La nostra storia (Our story)		Unit 2 — La nostra comunità (Our community)		Unit 3— Il nostro progetto (Our project)	
Assessment	**Assessment 1 — Ora della favola (Story time)**	**Term/ week**	**Assessment 2 — Diario linguistico (Linguistic journal)**	**Term/ week**	**Assessment 4 — Video per la giornata culturale (Video for cultural day)**	**Term/ week**
	Description: Students are provided with the introduction of two incomplete stories in Italian, one familiar and one unfamiliar. They complete the stories in Italian, demonstrating understanding of the characters, their motivations and the settings in their response. Students then use English to identify some similarities and differences between English and Italian stories. They then reflect on some Italian language used in their stories and how it demonstrates a connection to Italian culture and the identity of the characters. **Technique:** Extended response **Mode:** Written **Conditions:** • up to 200 words in Italian • up to 300 words in English	Term 1 Week 8	**Description:** Students create a video journal entry in Italian that summarises their experience after each interaction with their 'language buddy'. In each entry, they identify new vocabulary or structures used during their conversation and comment in English on how they adjusted their language in response to their buddy. **Technique:** Short response **Mode:** Multimodal **Conditions:** • to be submitted every 2 weeks • up to 1 minute per entry	Term 2 Weeks 3, 5 and 7	**Description:** In pairs, students create a short video in Italian about their chosen topic to present to their peers. After their presentation, they engage in a conversation with the teacher in Italian about their video, reflecting on what they learnt and how they collaborated with their classmate. **Technique:** Extended response **Mode:** Multimodal **Conditions**: • multimodal presentation: up to 2 minutes in Italian • student-centred conversation: up to 2 minutes in Italian	Term 3 Week 8
			Assessment 3 — I nostri amici italiani (Our Italian friends)	**Term/ week**		
			Description: Students read and listen to Italian texts about Italian-speaking teenagers and respond to questions in Italian about the teenagers' identity and the students' own interests. In English, they comment on language features from the stimulus using metalanguage and reflect on what this language reveals about Italian culture and identity, comparing this with an Australian expression. **Technique:** Examination **Mode:** Written **Conditions:** • 60 minutes, including 5 minutes planning time • up to 150 words in Italian • up to 300 words in English	Term 2 Week 8		
Achievement standard	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. 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.		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. 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.		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. 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.	
Moderation	**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.		**Consensus**: 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	**Understanding language and culture**	1	2	3
Interacting in Italian initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others AC9LIT8C01	☑	☑	☑	**Understanding systems of language** apply knowledge of conventions of spoken Italian to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9LIT8U01	☑	☑	☑
collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9LIT8C02	☑	☑	☑	apply understanding of grammatical structures and expressions to compose and respond to texts AC9LIT8U02	☑	☑	☑
Mediating meaning in and between languages interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LIT8C03	☑	☑	☑	reflect on similarities and differences between Italian and English language structures and features, using metalanguage AC9LIT8U03	☐	☑	☑
interpret and adjust non-verbal, spoken and written language to convey meaning in Italian language in familiar and some unfamiliar cultural contexts AC9LIT8C04	☑	☑	☑	**Understanding the interrelationship of language and culture** reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values AC9LIT8U04	☐	☑	☑
Creating text in Italian create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context AC9LF8C05	☑	☑	☑				

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

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