Languages – Italian – Year 7-10 (Year 7 Entry) Sequence – Sequence of achievement

Achievement Standard	Years 7 and 8	Years 9 and 10
	By the end of Year 8, students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds. They use known phrases to exchange ideas and opinions, for example, *Non mi piace la pallacanestro.* They use language to interact and to respond to classroom instructions, questions and directions. They approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants. They use gesture and some formulaic expressions to support oral interaction. Students use well-rehearsed language related to their personal experiences (for example, stating preferences in sports, leisure activities and entertainment), in both spoken and written forms, and predominantly in the present tense. They demonstrate understanding of information from a range of factual and creative texts. They use learnt structures to create texts such as, captions, descriptions, conversations and correspondence, providing information about themselves, their personal worlds and immediate needs, interests and preferences. They produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs. They connect ideas using conjunctions such as *e, ma, però, anche, perché-* and *invece* to create simple texts using known vocabulary and structures. Students identify similarities between Italian and English and understand that they are related languages which borrow from each other. They know that that literal translation between languages is not always possible. They reflect on how culture is evident in experiences, images and texts. They understand and use metalanguage to explain aspects of language and culture, and use simple statements to identify features of different text types. They know that language reflects 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 reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and identify how their response may be shaped by their own language(s) and culture(s).	By the end of Year 10, students use a range of everyday language both orally and in writing to exchange information about their personal, social and local world and about broader issues of personal significance. They communicate thoughts and opinions; make comparisons and contrasts (for example, *a differenza di; invece*), and offer reasons for points of view, opinions and preferences. They express desires and plans for the future. They give presentations, and formulate and respond to a range of questions. They interpret information and attitudes in a range of informational and imaginative texts. They create written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions. They give detailed descriptions; describe and relate episodes in time (for example, *prima … poi … infine*); and qualify statements, for example, through the use of relative clauses. They use simple subject–verb–object constructions, extending or qualifying their message by, for example, adding complements or using modal verbs or comparatives. They produce bilingual texts, plan what needs to be communicated to particular audiences and consider different perspectives. Students use metalanguage to analyse and discuss features of language choice and use and cultural practice. They analyse texts, identifying features such as tone, sequences and relationships of events in time. They communicate their thoughts with awareness of different perspectives on issues or practices being discussed. They explain how Italian language use varies according to context, purpose and mode. They identify social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia. They identify particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends, and identify certain concepts that cannot be translated readily from Italian to English and from English into Italian. They reflect on ways in which language and culture together create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian. They demonstrate understanding of the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity.