Year 7 and 8 (Year 7 Entry) Achievement Standard

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 il palazzetto. They use language to interact and to respond to classroom instructions, questions and directions. They appreciate Italian sound patterns such as consonant combinations, clear vowel sounds and unapplied 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 conjuncts 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 the literal translation between languages is not always possible. They reflect on how culture is evident in experiences, images and texts. They understand and use metalinguage 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 identifies 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).

The Framework for Aboriginal Languages and Torres Strait Islander Languages

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:
- first language learner pathway
- revival language learner pathway
- second language learner pathway.

Sequences of learning
The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:
- Foundation-Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:
- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation-Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6; Years 7–8 and Years 9–10.

For the Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Years 2, 3, 6 and 7 Years 10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.
Socialising
Socialise with peers and adults to exchange greetings, good wishes, factual information and opinions about self, family and friends, routines, shared events, leisure activities, interests, likes and dislikes.
[Key concepts: connection, family, celebration, leisure, neighbourhood; Key processes: interacting, exchanging, describing]
Participate in individual or collective action, both orally and in writing, by making arrangements, inviting, planning, deciding and responding.
[Key concepts: activity, rules, politeness; Key processes: arranging, negotiating, alternatives, deciding, responding]
Participate in spoken and written transactions, including purchasing goods and services, and give and follow directions and instructions.
[Key concepts: social exchange, etiquette; Key processes: negotiating, describing, transacting, ordering]
Develop language to interact in classroom routines and tasks, for example, posing questions, asking for repetition, rephrasing, explaining, asking how to say something in Italian, expressing opinion, and giving following instructions.
[Key concepts: class routine, responsibility, community; Key processes: questioning, negotiating]
Informing
Identify factual information from a range of spoken, written and multimodal texts, and process and represent meaning through, for example, classifying, sequencing and summarising.
[Key concepts: concepts drawn from selected texts and from learning areas across the curriculum; Key processes: locating, ordering, classifying, comparing, tabulating]
Convey factual information and ideas through a range of spoken, written and multimodal texts, using information from a range of sources.
[Key concepts: society, event, fact, opinion; Key processes: describing, comparing, presenting]
Creating
Participate in listening to, reading and viewing imaginative texts and make connections with characters, events, actions, settings, and key ideas and messages.
[Key concepts: moral/message, sequence, performance, identity, imagination, character; Key processes: understanding, connecting; Key text types: description, narrative, cartoon]
Translating
Translate phrases and short texts from Italian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meanings.
[Key concept: equivalence; Key processes: translating, interpreting, comparing]
Reflecting
Reflect on own and others’ responses to intercultural experiences and interactions.
[Key concepts: agreement/disagreement, positioning, norms, comfort/discomfort; Key processes: comparing, noticing, reflecting]
Understand
Understand key features and patterns of the Italian grammatical system, including the use of tenses and mood, and the role of language and culture in the expression of meanings.
Understand the process of moving between languages and cultures and developing their capability as learners of Italian.

Contexts of interaction
Opportunities for interaction in Italian are provided through working with the teacher and peers in class, and using resources and materials, including online resources as appropriate; there is also some interaction beyond the classroom within the school and in the community. English is used by the teacher in classroom routines, structured interaction and learning tasks.

Features of Italian language use
Students become familiar with the pronunciation and sound system of Italian, noting similarities and differences with English. They build a vocabulary relating to people and objects in their immediate worlds. They learn how to use definite and indefinite articles. They learn how to form singular and plural nouns, to recognise patterns of noun categories and to understand the rules of gender and agreement. Students learn simple sentence construction (subject–verb–object), which is enriched by the use of adjectives. They create their own texts mainly using the present tense of regular and common irregular verbs. They gradually build more extended texts, using cohesive devices. Students develop language for interacting with the teacher and each other. They learn to distinguish between formal and informal register. They develop a metalanguage to describe and discuss features of Italian.

Level of support
Students require support to build on existing language-learning strategies and knowledge, such as using mnemonic devices and developing a metalanguage to talk about language and culture and about language learning. Scaffolding is continuously provided by the teacher and by support materials such as word banks, focused language activities, and interactive models of language use and analysis.

The role of English
English serves two main functions in the Italian class: it represents a point of reference for Italian learning by enabling students to compare structures, features, and cultural meanings in both languages, and it is used when appropriate for explanation, reflection and discussion.