# Italian – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation to Level 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 2, students use Italian to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They imitate without always comprehending. They respond to familiar games and routines such as questions about self and family (for example, Come ti chiami? Dove abiti?), and choose among options, for example, in response to questions such as Vuoi il gelato o la caramella? They produce learnt sounds and formulaic expressions (for example, È bello! Non mi piace), or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and ‘c’ and ‘ch’ pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They rely on extensive paralinguistic and contextual support such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as Ho sei anni. Sono bravo. Il gelato è buono.  Students recognise that Italian is the national language of Italy. They understand that the Italian alphabet has 21 letters. They are aware that simple sentences follow a pattern, and that nouns require an article and are gendered either masculine or feminine. They understand that there are different ways of addressing friends, family and teachers/other adults. They begin to notice patterns in Italian words and phrases and make comparisons between Italian and English. They are aware of word borrowings and recognise that Italian words and expressions are often used in various English-speaking contexts. They make observations about similarities and differences in the cultural practices of Italians and Australians. They understand that they have their own language(s) and culture(s), and that they are also learners of Italian language and culture. | By the end of Level 2, students identify the different sounds and rhythms of the Italian language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Italian through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Italian sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Italian. They expand their repertoire of Italian words and phrases through listening and reading, then progress to creating simple sentences and responses using modelled language.  Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Italian using simple metalanguage. They start to develop written competence by copying letters and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written Italian language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.  Students explore and recognise the influence of culture on language and identity. They recognise that Italian is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s). | Improved clarity and teachability, making the learning trajectory more evident. Ideas have been sequenced to broadly align with the strands and sub-strands. To make the achievement standard more manageable for teachers to use for assessing, achievement standard now focuses on skill development rather than individual Italian linguistic elements, which have been moved to elaborations. Adaptations were also made to support learning progression with links to VEYLDF |

### Content descriptions

#### VC2 strand: Engaging with Italian Language and Culture

##### Sub-strand: Engaging with Italian language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Begin noticing what is ‘new’ or ‘interesting’ in Italian language and culture and recognising similarities and differences between Italian and Australian cultural practices and related language use (VCITC011) | notice that Italian looks and sounds different to other languages  VC2LIT2E01 | Newly created but incorporating elements from VC1 content description VCITC011 |
|  | develop oral language skills through exploring and listening to the sounds and patterns of the language  VC2LIT2E02 | New content description, to show progression from VC2 content description VC2LIT2E01 |
| Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play (VCITC001)  Participate in classroom routines, games, instructions and shared activities (VCITC004)  Recognise that different words are used in Italian to address and greet different people according to relationship, setting and time of the day (VCITU016) | recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases  VC2LIT2E03 | Combined and refined. Removal of specific topics and activities makes it more concise and teachable |

##### Sub-stand: Engaging with Italian language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Begin noticing what is ‘new’ or ‘interesting’ in Italian language and culture and recognising similarities and differences between Italian and Australian cultural practices and related language use (VCITC011)  Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures (VCITU019) | explore connections between language and culture through play and/or imagination  VC2LIT2E04 | Combined and refined to be more succinct. Incorporated the reference to play to retain links with VEYLDF |

#### VC2 strand: Communicating Meaning in Italian

##### Sub-strand: Interacting in Italian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play (VCITC001)  Recognise that different words are used in Italian to address and greet different people according to relationship, setting and time of the day (VCITU016) | communicate using formulaic and modelled language relating to aspects of their personal world  VC2LIT2C01 | Combined and refined to broaden context to include all aspects of student’s personal world, and removed specific activities and topics |
| Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song (VCITC002)  Participate in real or simulated transactions using simple language and gestures in activities and games involving buying and selling (VCITC003)  Participate in classroom routines, games, instructions and shared activities (VCITC004) | participate in a range of guided language activities using formulaic expressions, and visual and spoken cues  VC2LIT2C02 | Combined and refined for clarity, removing references to pedagogy |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate specific items of information in texts using early literacy skills (VCITC005)  Participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of expression (VCITC007) | locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrases  VC2LIT2C03 | Combined and refined. Improved teachability by articulating response type as a progression, including in Italian |
| Reproduce the sounds of the Italian language (VCITU013)  Recognise that Italian and English borrow words from each other (VCITU017) | explore and make meaning from sounds, words and phrases for familiar objects or terms in Italian through play, and discover how languages influence each other  VC2LIT2C04 | Combined and refined. Added reference to ‘explore’ and ‘play’ to reflect the nature of early language learning and to connect to VEYLDF, with explicit reference to progression in the form of ‘sounds, words and phrases’ |
| Begin noticing what is ‘new’ or ‘interesting’ in Italian language and culture and recognising similarities and differences between Italian and Australian cultural practices and related language use (VCITC011) |  | Removed |

##### Sub-strand: Creating text in Italian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Give factual information about known people, everyday objects, family celebrations and personal experiences (VCITC006)  Create stories and perform imaginary experiences (VCITC008)  Create a personal or shared record of ‘interesting’ words in Italian (VCITC010) | create spoken and written texts using words, familiar phrases and modelled language  VC2LIT2C05 | Combined and refined for clarity, by removing references to topics and activities to be more concise and improve teachability |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reproduce the sounds of the Italian language (VCITU013) | imitate the pronunciation and intonation of spoken Italian, and understand how sounds are produced  VC2LIT2U01 | Refined to focus on oral and aural language skills to reflect the nature of language learning |
|  | identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases  VC2LIT2U02 | New content description to reflect learning trajectory and skill development |
|  | recognise and explore how the Roman alphabet and features of language are used to construct meaning in Italian  VC2LIT2U03 | New content description |
| Recognise that Italian and English borrow words from each other (VCITU017)  Notice and use some aspects of the Italian language system, including gender forms, simple sentence structures and the placement of adjectives (VCITU014)  Share with others what they can express in Italian, and explain how meanings are similar or different (VCITC009) | identify that written and spoken Italian has grammatical structures and other language features that may be similar to or different from English and/or other languages  VC2LIT2U04 | Combined and refined to make it more concise, and removed prescriptive language elements for teachability |
| |  | | --- | | Understand that language is organised as texts (VCITU015) | |  | Removed |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures (VCITU019)  Identify and describe aspects of self in relation to others (VCITC012) | reflect on how language, culture and identity are interconnected and discuss how Italian-speaking communities are similar to or different from others  VC2LIT2U05 | Combined and refined. Added reference to identity and broader language communities, and emphasised the interconnectedness of language and culture to support student’s own understanding of intercultural capability |
| Understand that Italian is one of many community languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages (VCITU018) | identify where Italian is used around the world and recognise that there are many different languages spoken in communities throughout Australia  VC2LIT2U06 | Slightly modified to emphasise that communities of Italian speakers are located throughout the world. References to Aboriginal and Torres Strait Islander Histories and Cultures (CCP) are located in the elaborations |

## Levels 3 and 4

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 4, students understand a range of spoken, written, and multimodal texts on familiar topics, including home life, friends and classroom activities. They use Italian to communicate and to interact, for example, to exchange greetings and to address people, using appropriate language and pronunciation, and often formulaic expression. They ask and respond to simple questions, often by selecting between alternatives provided, by using a key word to convey a whole idea. They talk about self, family, people, places routine, school life and their own interests and preferences, for example, *Com’è la tua casa?* *La mia casa è grande, Ci sono due camere da letto e due bagni. Mi piace la mia camera da letto.* They use short sentences, often reorganising known language to fit personal responses, for example, *Giochi domani? Sì/no/Forse*. Students understand short written texts and are beginning to read independently, using visual cues, prediction and questioning to decipher meaning. They recall key ideas and events, recognise meanings, and respond meaningfully. Students create written texts of a few sentences using familiar language and structures.  Students recognise that language is used differently in different situations and contexts. They understand the importance of using appropriate language when interacting in Italian, including informal/formal language, and the use of titles and gestures. They vary their responses and statements by choosing adjectives and adverbs, and by combining sentences. They build understanding of Italian grammatical rules, such as the fact that nouns have masculine or feminine gender and singular and plural forms, and that nouns, adjectives and articles need to agree. They notice similarities and differences in the patterns of Italian language compared to English and other familiar languages. They create texts that show understanding of how ideas are connected and how images support the meaning of texts. They make connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts. They notice that there are cultural differences in ways of communicating and can describe similarities and differences between their own and other cultures. | By the end of Level 4, students use Italian to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts.  Students imitate the sound combinations and rhythms of spoken Italian. They demonstrate their understanding that Italian has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Italian and make comparisons between Italian and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Italian language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Italian

##### Sub-strand: Interacting in Italian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact and socialise with the teacher and peers to exchange personal information and describe people, places, things and everyday routines relating to self, school and home (VCITC020)  Participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complimenting (VCITC023) | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions  VC2LIT4C01 | Combined and refined. Removed specificity of examples and activities for improved teachability |
| Participate in collaborative action in class experiences and activities (VCITC021)  Participate in everyday transactions to obtain goods (VCITC022) | participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structures  VC2LIT4C02 | Combined and refined to broaden context and to remove specificity of examples and activities for improved teachability |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Obtain and process factual information about people, routines, responsibilities and interests (VCITC024)  Listen to, view and read a range of imaginative texts for children, and discuss messages and impressions (VCITC026) | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts  VC2LIT4C03 | Refined and combined to retain all receptive macro skills, including viewing. Removed reference to particular topics to broaden the context and improve teachability |
| Translate texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English (VCITC028) | develop strategies to comprehend and produce Italian, adjusting language to convey meaning and/or intercultural understanding in familiar contexts  VC2LIT4C04 | Significant refinements with the removal of translating. ‘Comparison of Italian language and culture’ has been moved into VC2 content description VC2LIT4U03 |

##### Sub-strand: Creating text in Italian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Give factual information about people, objects, places and events in texts supported by graphics or illustrations (VCITC025)  Create short, simple imaginative texts for different audiences (VCITC027)  Understand that language use varies according to the participants’ age, gender and relationship, and the context of use (VCITU035) | create and present spoken and written texts using formulaic expressions, simple phrases and sentences and modelled textual conventions  VC2LIT4C05 | Combined and refined, broadening texts and removing topics |
| Create simple bilingual texts (VCITC029) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Experiment with pronunciation and intonation and use rules of spelling (VCITU032) | recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences  VC2LIT4U01 | Refined |
| Use key grammatical structures to form simple sentences, including the use of possessive pronouns, prepositions, definite and indefinite articles, and gender and singular/plural forms (VCITU033)  Recognise how grammatical structures are used to form simple texts (VCITU034) | recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning  VC2LIT4U02 | Combined and refined to improve teachability by removing prescribed language elements |
| Translate texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English (VCITC028) | recognise and compare familiar Italian language structures and features with those of English and/or other languages, using simple metalanguage  VC2LIT4U03 | Refined to make it more concise, and expanded to reference other languages, not only English |
| Understand that languages change with use over time (VCITU036) |  | Removed |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Express aspects of own identity reflected in various group and community memberships, including their developing bilingual identity (VCITC031)  Compare and reflect on different cultural practices and the ways in which language use reflects culture-specific ideas (VCITU038) | identify connections between personal identity, language and aspects of culture  VC2LIT4U04 | Combined and refined to make more concise |
| Compare experiences, noticing how these are influenced by language and culture and how readily they may be expressed in Italian (VCITC030) |  | Removed |
| Understand that Italian is spoken in a variety of forms within and outside of Italy (VCITU037) |  | Removed |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 6, students interact using spoken and written Italian to describe and give information about themselves, family, friends, home and school routines, experiences, interests, preferences and choices. They talk about aspects of their environment, express opinions, for example, *È buonissimo ...è molto bravo, mi piace di più* ..., *penso di sì/no, secondo me...*, accept or reject ideas, agree and disagree, for example, *No,* *non sono d’accordo! Hai ragione/torto*. They ask simple questions, for example, *Ti piace? Cosa prendi?* *Chi viene alla festa?* *Vieni anche tu?* They understand the main points in spoken interactions consisting of familiar language in simple sentences. They display some consistency in the use of pronunciation and intonation. They understand short written texts with some variation in sentence structures and some unfamiliar vocabulary. In reading independently, they begin to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language. They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions. Students create sentences with some elaboration, for example, using coordinating conjunctions and comparisons to build short coherent texts on familiar topics, for example, *La musica di ... è bella, ma mi piace di più ...* They write descriptions, letters, messages, summaries, invitations and narratives. They use the present tense of verbs, noun and adjective agreements and some adverbs; they choose vocabulary appropriate to the purpose of the interaction, such as to describe, to plan or to invite.  Students have developed some metalanguage to talk about both linguistic and cultural features. They discern familiar patterns and features of written and spoken language and compare them with English, understanding that language, images and other features of texts reflect culture. They demonstrate some understanding of variation in language use, adapting language forms according to audience and context. They recognise and are comfortable with linguistic and cultural differences, understand the multilingual and multicultural character of Australian society, and have some awareness that dialects are spoken both in Italy and in Italian-speaking communities around the world. Through questioning and discussion they build intercultural understanding, participating in reflective and comparative work in Italian and English. | By the end of Level 6, students initiate and use strategies to maintain interactions in Italian 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 to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Italian or English, adjusting their responses to context, purpose and audience.  Students use modelled structures when creating and responding in Italian. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in Italian and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Italian language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Italian

##### Sub-strand: Interacting in Italian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact to share interests, leisure activities, feelings, opinions and preferences (VCITC039)  Interact in classroom activities and create shared class routines (VCITC042) | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment  VC2LIT6C01 | Combined and refined to remove specificity of topics and to be more concise |
| Take action, make shared decisions and organise shared experiences (VCITC040)  Participate in simple transactions such as purchasing and ordering goods and services (VCITC041) | participate in activities that involve discussion with others, using language that expresses information, preferences and ideas  VC2LIT6C02 | Combined and refined to remove prescriptive topics, improving teachability |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Listen to, view and read texts and gather information from a range of sources, including concepts drawn from other learning areas (VCITC043)  Represent information appropriately for different audiences, using a variety of modes (VCITC044) | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose  VC2LIT6C03 | Combined to be more concise and refined to retain reference to macro skills, including viewing |
| Translate texts, recognising that words and meanings do not always correspond across languages, and expanding descriptions or giving examples where necessary to assist meaning (VCITC047)  Recognise that language use varies according to the contexts of situation and culture (VCITU054) | apply strategies to interpret and convey meaning and/or intercultural understanding in Italian in familiar non-verbal, spoken and written contexts  VC2LIT6C04 | Combined and refined to remove reference to ‘translating’ and associated activities. Emphasised reference to intercultural understanding |
| Share and compare opinions about ideas in imaginative texts (VCITC045) |  | Removed |

##### Sub-strand: Creating text in Italian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create imaginative texts for different audiences such as digital stories and raps using imaginary characters, places, ideas and events (VCITC046) | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type  VC2LIT6C05 | Significantly refined to broaden texts and to remove examples, to be more concise |
| Create simple bilingual texts and discuss what translates easily or not (VCITC048) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Develop pronunciation and intonation of Italian-specific sounds (VCITU051) | apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency in words, phrases and sentences  VC2LIT6U01 | Revised for clarity and to articulate progression |
| Use grammatical knowledge, to interpret and create meaning in Italian (VCITU052)  Notice and use distinctive features of text organisation in Italian (VCITU053) | recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type  VC2LIT6U02 | Combined and refined to make it more concise |
|  | compare Italian language structures and features with those of English and/or other languages, using familiar metalanguage  VC2LIT6U03 | New content description |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Share aspects of own identity such as appearance, character, background, family, preferences and experiences, including own role as a learner of Italian, and consider how these aspects contribute to identity formation (VCITC050)  Reflect on their own assumptions about the values, beliefs and cultural norms of Italians compared to their own (VCITU057) | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication  VC2LIT6U04 | Combined and refined for clarity. Specific topics removed to make it more concise |
| Compare everyday social experiences and related language use and consider own responses and reactions and those of others (VCITC049) |  | Removed |
| Recognise the dynamic nature of language and culture (VCITU055) |  | Removed |
| Understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of Australian society (VCITU056) |  | Removed |

## Levels 7 and 8

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students use spoken and written Italian to interact in a range of personal and social contexts. They describe or present people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds, for example, *Ecco mio padre. Si chiama Edoardo. Ha quarantadue anni*. They understand main points and some specific details in a range of texts organised around known content and including some unfamiliar language. They express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed. They respond to and create simple informational and imaginative texts, for example, *Io comincio la scuola alle otto e mezzo. Le materie che studio sono l’inglese, la matematica, le scienze e la storia.* They express views on familiar topics and make comparisons, adding their own opinions or reasons, for example, *Mi piace il mio amico perché è buffissimo. Mi piace anche perché è veramente intelligente*. They apply their understanding that texts vary according to purpose and audience, and use contextual clues, questioning and bilingual dictionaries to identify, interpret and summarise the meaning of familiar and some unfamiliar language. They give some justification for their interpretations of texts. They ask questions and seek clarification. Students create cohesive and coherent texts for different purposes on a range of familiar topics, using appropriate language structures and vocabulary, including different modal verbs and tenses, for example, *Non posso venire alla partita perché devo studiare*. They use conjunctions, adjectives and adverbs to elaborate meanings, for example, *La professoressa di matematica è molto simpatica ma il professore di educazione fisica è qualche volta troppo severo.*  Students understand and use metalanguage to explain aspects of language and culture. They identify features of text types such as letters, emails, descriptions and narratives.  They are aware that language is chosen to reflect contexts of situation and culture, and recognise 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 recognise that languages do not always translate directly. They reflect on how they interpret and respond to intercultural experience, and to aspects of Italian language and culture, and consider how their responses may be shaped by their own language(s) and culture(s). | By the end of Level 8, students initiate and maintain Italian-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Italian to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.  Students apply the conventions of spoken Italian and continue to enhance their fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Italian text, using some 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. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Italian language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Italian

##### Sub-strand: Interacting in Italian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate and maintain social interaction with peers and known adults by seeking and offering ideas, thoughts and feelings about people, events and experiences (VCITC058) | initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others  VC2LIT8C01 | Refined to improve teachability by removing prescribed examples of activities and topics |
| Contribute to collaborative planning of events, experiences and activities, considering options and negotiating arrangements (VCITC059)  Participate in transactions related to purchasing goods and services, such as buying clothing and tickets and evaluating ‘value for money’ (VCITC060)  Participate in classroom activities, giving and following instructions, asking questions to clarify purpose, and describing procedures and actions taken (VCITC061) | use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LIT8C02 | Combined and refined to place emphasis on language use. Examples of activities and topics removed |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse, summarise and share key ideas and information from a range of texts (VCITC062)  Respond to a range of imaginative texts by expressing ideas and opinions about the themes, characters, events and cultural attitudes conveyed, and relate to personal experience (VCITC064) | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LIT8C03 | Combined to be more concise and improve teachability by removing prescribed topics, and added reference to the skill of viewing |
|  | apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts  VC2LIT8C04 | New content description |
| Translate texts, discussing different versions and why these might occur (VCITC066) |  | Removed |

##### Sub-strand: Creating text in Italian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Convey ideas and opinions by creating spoken, written and multimodal texts (VCITC063)  Create texts for particular audiences that depict experiences or topics of interest (VCITC065) | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context  VC2LIT8C05 | Combined and refined. Removed creating ‘multimodal texts’ to ensure only essential language skills are emphasised |
| Create short bilingual texts such as captions, stories and commentaries (VCITC067) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Develop an understanding and use the sound system of Italian (VCITU070) | apply conventions of spoken Italian to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LIT8U01 | Refined for teachability |
| Use grammatical knowledge to extend meanings, including knowledge of irregular, reflexive and modal verbs (VCITU071)  Apply understanding of distinctive features of text organisation (VCITU072) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LIT8U02 | Combined and refined to remove prescriptive language elements and to be more concise |
|  | reflect on the structures and features of Italian, and compare them with English and/or other languages, using some metalanguage  VC2LIT8U03 | New content description |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Participate in intercultural experiences to discuss cultural practices, comparing own and others’ reactions and responses (VCITC068)  Analyse the ways in which choices in everyday language use reflect cultural practices and values (VCITU076)  Reflect on own participation in intercultural exchange and consider how this shapes own identity over time (VCITC069) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LIT8U04 | Combined and refined. Removed duplication to be more concise and to improve teachability |
| Recognise how language use varies depending on the context of the situation and the context of culture (VCITU073) |  | Removed |
| Recognise the impact of media and technology on the way Italian is changing as a language of local and international communication (VCITU074) |  | Removed |
| Understand the value of communicating within and across languages, and discuss the interrelationship between Italian, English and other languages (VCITU075) |  | Removed |

## Levels 9 and 10

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 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. They participate in classroom discussions, 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 consider how 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 consider how culture affects communication and the making and interpreting of meaning, and how languages reflect cultures. | By the end of Level 10, students contribute to and extend interactions in Italian in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language structures and features to enhance meaning and cohesion.  Students incorporate the features and conventions of spoken Italian to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They analyse Italian texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Italian to evaluate how this learning influences their ideas and ways of communicating. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Italian language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Italian

##### Sub-strand: Interacting in Italian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate, sustain and extend discussions related to aspirations, relationships and contemporary social issues (VCITC077)  Interact in discussions by questioning, making suggestions and expressing opinions, and reflect on experiences of classroom interactions (VCITC080) | initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others  VC2LIT10C01 | Combined and refined to remove specific topics and activities to broaden context, improving teachability |
| Contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing diverse views (VCITC078)  Participate in spoken or written transactions to obtain goods and services, including expressing views on quality and making complaints and recommendations (VCITC079) | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  VC2LIT10C02 | Combined and refined to remove specific topics and activities to emphasise communication |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse, synthesise and evaluate ideas and information from multiple sources on a range of contemporary issues (VCITC081)  Give information in different forms, offering own views in relation to the content and considering the significance for particular audiences (VCITC082)  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 (VCITC083) | interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LIT10C03 | Combined and refined to remove specificity and to be more concise. Added explicit reference to macro skills, including the skill of viewing, to align with VCE |
| Translate a range of texts and discuss how to convey concepts across different linguistic and cultural contexts (VCITC085) | apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LIT10C04 | Refined. Removed ‘translating’ to focus on essential skills and improve teachability. Added reference to ‘intercultural understanding’ to make it more explicit |

##### Sub-strand: Creating text in Italian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiences  VC2LIT10C05 | New content description |
| Create a range of imaginative texts, considering how to represent ideas, characters and events (VCITC084) |  | Removed |
| Create bilingual texts that reveal aspects of Australian culture for Italian-speaking audiences and vice versa (VCITC086) |  | Removed |
| Investigate how language varies according to context and speakers (VCITU092) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use appropriate Italian pronunciation, stress and intonation in increasingly complex sentences and texts (VCITU089) | apply features and conventions of spoken Italian to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LIT10U01 | Refined to include reference to creation of texts and to broaden context |
| Extend grammatical knowledge, including present, past and future tenses, and the conditional and subjunctive mood, to interpret and create meaning in texts (VCITU090)  Analyse and apply linguistic, cultural and textual features of specific text types (VCITU091) | apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LIT10U02 | Combined and refined to remove prescriptive language elements. Strengthened the reference to response to enable students to demonstrate their understanding, and improve teachability |
|  | reflect on and evaluate Italian texts, using metalanguage to analyse language structures and features  VC2LIT10U03 | New content description |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal identity (VCITC088)  Understand that language use has the power to influence social relationships, beliefs and values (VCITU094)  Analyse how linguistic choices construct and reflect ideas, practices and values, and consider how these influence the exchange of meaning (VCITU095) | reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LIT10U04 | Combined and refined for clarity. Specificity removed to be more concise |
| Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding (VCITC087) |  | Removed |
| 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 (VCITU093) |  | Removed |

## Levels 7 and 8 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 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 participate in classroom routines and 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 are aware of similarities between Italian and English and understand that they borrow from each other. They recognise 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 text types such as letters, emails, descriptions and narratives.  They are aware that language reflects contexts of situation and culture, and recognise 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 consider how their response may be shaped by their own language(s) and culture(s). | By the end of Level 8, students use Italian to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Italian or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.  Students begin to use pronunciation, intonation and rhythm in spoken Italian to develop fluency. They demonstrate understanding that Italian has conventions for non-verbal, spoken and written communication. They comment on aspects of Italian and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Italian language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Italian

##### Sub-strand: Interacting in Italian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCITC096) | interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LIT8CM01 | Refined. Removed prescribed topics to improve teachability |
| 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 and following instructions (VCITC099) | develop language to interact in exchanges, routines and tasks related to their classroom and interests  VC2LIT8CM02 | Refined. Removed prescribed activities to improve teachability |
| Participate in individual or collective action, both orally and in writing, by making arrangements, inviting, planning, deciding and responding (VCITC097)  Participate in spoken and written transactions, including purchasing goods and services, and give and follow directions and instructions (VCITC098) | engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LIT8CM03 | Combined and refined by broadening context to improve teachability. Removed prescriptive elements to make it more concise |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify factual information from a range of spoken, written and multimodal texts, and process and represent meaning through, for example, classifying, sequencing and summarising (VCITC100)  Convey factual information and ideas through a range of spoken, written and multimodal texts, using information from a range of sources (VCITC101)  Participate in listening to, reading and viewing imaginative texts and make connections with characters, events, actions, settings, and key ideas and messages (VCITC102) | locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience  VC2LIT8CM04 | Combined and refined to improve teachability by broadening context. Retained explicit reference to macro skills, including viewing. Removed duplication, topics and activities |
| Analyse variable linguistic features present in the learning contexts and texts to develop an understanding that language use varies depending on participants, their roles and relationships, and according to the contexts of situation and culture (VCITU111)  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 (VCITC104) | develop and apply strategies to interpret and respond to Italian texts, and to convey meaning and intercultural understanding in Italian in familiar contexts  VC2LIT8CM05 | Combined and refined for clarity |

##### Sub-strand: Creating text in Italian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create imaginative texts that present events, characters and emotions from their own experiences (VCITC103) | create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions  VC2LIT8CM06 | New content description |
| Create bilingual texts related to experiences in contexts where Italian and Australian realities might differ (VCITC105) |  | Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Develop awareness of features of the Italian sound system, including pronunciation, syllable stress, rhythm and intonation, and how these are represented in written form (VCITU108) | recognise and apply the sounds and conventions of spoken Italian to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts  VC2LIT8UL01 | Refined for clarity. Added reference to fluency to support the learning progression |
| Understand and use key features and patterns of the Italian grammatical system, including definite and indefinite articles, gender and agreement, present tense of regular and common irregular verbs, and simple sentence construction (VCITU109)  Understand the features of common spoken, written and multimodal texts (VCITU110) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LIT8UL02 | Combined and refined by removing prescriptive language elements. Added reference to audience and text type, supporting students to create texts for specific purposes |
| 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 (VCITC104) | compare the structures and features of Italian with English and/or other languages using some metalanguage  VC2LIT8UL03 | Refined and added comparison with other languages to acknowledge Victoria’s multilingual student population. Added explicit reference to metalanguage to support literacy more broadly. Reference to cultural concepts has been incorporated into the revised VC2 content description VC2LIT8CM05 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on own identity, including identity as a user and learner of Italian, through connecting observations made about experiences over time (VCITC107)  Reflect on the role of language and culture in interaction and how language constructs and reflects assumptions and values [(VCITU114)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU114)  Reflect on own and others’ responses to intercultural experiences and interactions (VCITC106) | recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LIT8UL04 | Combined, refined and reworded to be more concise and to remove duplication |
| Analyse and understand the dynamic nature of the Italian language, and of languages in general [(VCITU112)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU112) |  | Removed |
| Analyse and understand the place of Italian locally and internationally, including the relationship between Standard Italian and regional dialects, and Italian in the ecology of languages in Australia (VCITU113) |  | Removed |

## Levels 9 and 10 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students use a range of everyday language both orally and in writing to exchange information about their personal, social, local 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 (*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 have developed a metalanguage to analyse and discuss features of language choice and use and cultural practice. They analyse texts, noticing 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 recognise that Italian language use varies according to context, purpose and mode. They consider social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia. They are aware of particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends', and recognise that certain concepts 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 recognise the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity. | In Levels 9 and 10, Italian language learning builds on each student’s prior learning and experiences. Students use Italian to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with other speakers of Italian in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from their peers and teachers.  Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written, viewed and multimodal texts, which may include textbooks, audio and video clips, magazines and images, online and print articles, and social media. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Italian language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Italian

##### Sub-strand: Interacting in Italian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions and feelings (VCITC115)  Interact in Italian with the teacher, peers and others, and exchange reactions and responses to ideas, issues and experiences being discussed (VCITC125) | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds  VC2LIT10CM01 | Combined and refined. Topics and activities removed to avoid repetition |
| Use classroom language to question, elicit and offer opinions, and compare and discuss ideas (VCITC118)  Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving (VCITC117) | use Italian language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LIT10CM02 | Combined and refined by removing prescriptive elements, improving teachability |
| Participate in individual and collective action by deciding, explaining and justifying (VCITC116) | use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LIT10CM03 | Refined to focus on using language communicatively, rather than activities |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences (VCITC119)  Convey information and compare diverse perspectives from multiple sources in Italian (VCITC120)  Respond to imaginative texts, stating views about themes, events and values, and making connections with own experiences as appropriate (VCITC121) | interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LIT10CM04 | Combined and refined to be more concise. Articulated macro skills, including the skill of viewing, to align with VCE. Removed specific and prescriptive elements to improve teachability |
| Translate texts from Italian to English and vice versa, and compare different versions for different audiences and contexts (VCITC123)  Create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ (VCITC124) | apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LIT10CM05 | Refined. Removed ‘translating’ and creation of bilingual texts to focus on essential skills and to improve teachability. Retained reference to culture but reframed it as ‘intercultural understanding’ |

##### Sub-strand: Creating text in Italian

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create imaginative texts to express experiences, ideas and emotions (VCITC122) | create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  VC2LIT10CM06 | Refined for clarity. Improved teachability by adding reference to language, context and audience, supporting students to create texts for specific purposes. Broadened references to texts |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand and use the features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts (VCITU127) | apply features and conventions of spoken Italian to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LIT10UL01 | Refined for clarity. Removed specific language elements to improve teachability. Added reference to ‘extend fluency’ to support the learning progression |
| Extend knowledge of and use more complex features and patterns of the Italian grammatical system, including possessive, reflexive, demonstrative and relative pronouns; irregular and reflexive verbs; and comparatives and superlatives (VCITU128) | apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LIT10UL02 | Refined. Removed prescriptive language elements. Addition of reference to formality and text type for consistency |
| Analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence (VCITU129)  Analyse lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture (VCITU130) | reflect on and evaluate Italian texts, using metalanguage to discuss language structures and features  VC2LIT10UL03 | Combined and refined. Removed prescriptive language to be more concise. The addition of an explicit reference to ‘metalanguage’ supports literacy more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence (VCITC126)  Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity (VCITU133)  Analyse lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture (VCITU130) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LIT10UL04 | Combined and refined for clarity and to be more concise |
| Analyse and understand the dynamic nature of Italian (and languages in general) recognising the impact of technology, media and intercultural contact (VCITU131) |  | Removed |
| Compare and contrast aspects of communication and the relationship among languages used in the ecology of languages in Australia, including Aboriginal languages and Torres Strait Islander Languages, Asian languages and world languages (VCITU132) |  | Removed. Links to the Aboriginal and Torres Strait Islander Histories and Cultures CCP can be found in the Italian elaborations in relevant content descriptions |