



# Western Australian Curriculum

## Languages | Italian

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Proposed Achievement standards | Pre-primary–Year 10

Draft for consultation | Not for implementation

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## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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## Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Italian are adopted and adapted from the Australian Curriculum version 9.

### Guide to reading this document

This document shows the current Western Australian Curriculum: Languages, Italian curriculum Achievement standards in the first column, the comparable Australian Curriculum version 9 Achievement standards in the centre column, and the proposed Achievement standards for Western Australia in the third column.

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## Pre-primary

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in Italian through action-related talk, structured play, classroom instructions and routines to exchange greetings, such as <i>Ciao!</i> and <i>Buongiorno Signora!</i> and to provide simple information about themselves, such as <i>Mi chiamo Anna</i> and <i>Non sto bene</i>. They participate in shared performance of familiar stories, songs and make meaning using verbal and non-verbal forms of expression. Students identify most pictures, symbols, keywords and some phrases of spoken Italian relating to their personal worlds and convey most simple, factual information, with some guidance, using verbal and non-verbal forms of expression. They participate in shared performance of imaginative texts, such as familiar songs and rhymes and respond, with some guidance, using verbal and non-verbal forms of expression. Students share with others some familiar Italian words, phrases and gestures and explore how these may have similar or different meanings in English. They begin to talk about how Italian feels/sounds different when speaking or hearing it spoken by others.</p> <p>Students experiment with reproducing the sounds and intonation patterns of spoken Italian with a satisfactory level of accuracy. They write simple texts, such as lists and labels, using vocabulary and some first elements of grammar with a satisfactory level of accuracy. Students begin to identify gender patterns in names, such as Paolo/Paola, and the use of definite and indefinite articles with nouns, such as <i>il banco</i> and <i>un banco</i>. They become aware of the structure of simple statements and questions and recognise different words for asking questions and making requests, describing actions and expressing negation, and use these in formulaic expressions, such as <i>Non mi piace giocare</i>. Students develop knowledge of numbers 0–10. They comment on how language is organised as ‘text.’ They recognise that Italian is one of many languages spoken in Australia and around the world and that there are different ways of greeting, addressing and interacting with people, and usually act accordingly.</p>	<p>By the end of the Foundation year, students use play and imagination to interact and create Italian texts, with support. They identify that Italian and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity.</p>	<p>By the end of the year:</p> <p>Children use play and imagination to interact and create Italian texts. They recognise and respond to classroom-related language. Children identify that Italian and English look and sound different and they begin to experiment with the sounds and rhythms of spoken Italian and its written form. Children recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity.</p>

## Year 1

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in Italian through guided group activities, classroom instructions and routines to share information about themselves, their age and where they live, and to talk about their favourite things. They use simple modelled language, gestures and other forms of expression with some guidance, to ask questions and make statements, such as <i>Da dove vieni?</i> and <i>Abito a Subiaco</i>. Students locate most key words and information in simple spoken and written texts and convey most factual information using verbal and non-verbal forms of expression. They respond to short spoken and visual imaginative texts and participate in the shared performance and presentation of short texts, using familiar verbal and non-verbal forms of expression and some modelled language. They share some familiar Italian words, greetings, questions and responses, sounds and gestures, and name some familiar objects. Students talk about some of the ways of talking in Italian that appear different from their own ways and how their voice and body language may change when speaking Italian.</p> <p>Students recognise and reproduce the sounds and intonations patterns of spoken Italian including the alphabet, vowel sounds a, e, i, o, u, the rolled r, the c, as in ciao and the ch, as in chi, with a satisfactory level of accuracy. They use some first elements of grammar with a satisfactory level of accuracy to convey factual information and to write simple texts, such as lists, labels and captions. Students recognise subject pronouns used to identify people and use formulaic structures with <i>ho</i> and <i>sono</i>, such as <i>Io ho gli occhi verdi</i> and <i>Sono alto</i>. They structure simple statements and questions based on models, such as <i>È Marco?</i> and <i>Io ho sei anni</i>. Students identify some of the grammatical markers for gender and number, such as nouns ending mostly in vowels and the use of different definite and indefinite articles. Students develop knowledge of numbers 0–31 and respond to simple imperative verb forms, such as <i>Vieni qui!</i> They make some observations about how language is organised as ‘text.’ They recognise that speakers of Italian use language differently in different situations, that Italian is one of the many languages spoken in Australia, and that some Italian words are used when we speak English and vice versa.</p>	<p>By the end of Year 2, students use Italian language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.</p> <p>Students imitate the sounds and rhythms of Italian and demonstrate understanding that Italian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Italian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Children use modelled Italian language when interacting with others to share information or respond to questions about themselves. They locate and respond to key information in familiar texts and classroom-related instructions. Children participate in play-based activities and use Italian language, with guidance, to create informative and imaginative texts.</p> <p>Children explore and imitate the sound and writing systems, and the linguistic features of Italian. They identify similarities or differences of the Italian language and culture with English, or their own language/s and culture/s and begin to identify connections between language and cultural practices.</p>

## Year 2

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact in Italian using simple descriptive or expressive modelled language and gestures to participate in tasks or activities, to ask each other how they are, offer wishes and to talk about events in the day and over the year, such as <i>Martedì, io vado al cinema</i>. Students identify some specific points of information in simple texts and they listen to, view and read imaginative texts and respond through shared performance. They use familiar words, phrases and modelled language to convey factual information and to create stories and perform imaginative scenarios. Students translate for others some of what they can express in Italian, and state how meanings are similar or different. They talk about some of the similarities and differences between Italian and Australian cultural practices and use of language.</p> <p>Students reproduce the sounds and intonation patterns of spoken Italian with a satisfactory level of accuracy, stressing the final letter of familiar words that end with an accent, such as <i>papà</i> and <i>città</i>. They use familiar vocabulary and expressions and some first elements of grammar to convey simple information and write simple texts, such as lists, captions and descriptions, with a satisfactory level of accuracy. Students identify people using subject pronouns and they are aware that adjectives are usually placed after the noun, such as <i>la torta deliziosa</i>. They use simple conjunctions, such as <i>e</i>, singular and plural forms of definite and indefinite articles with familiar nouns, and simple verbs in formulaic expressions, such as <i>Mi piace la danza e il cricket</i>. They experiment with different question words, numbers 0–50 and cardinal numbers for dates and ages. They identify some different forms of texts and some of the different structures and features of familiar text types. They identify some ways Italian speakers use language differently in different situations and between different people. They identify some ways in which languages can change over time through contact with other languages and changes in society.</p>	<p>By the end of Year 2, students use Italian language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.</p> <p>Students imitate the sounds and rhythms of Italian and demonstrate understanding that Italian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Italian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Children use modelled and formulaic Italian language when interacting with others to share information or respond to questions about themselves and their family. They locate and respond to key information in familiar texts and classroom related instructions. Children participate in play-based activities and use Italian, with guidance, to create informative and imaginative texts.</p> <p>Children recognise and imitate the sound and writing systems, and the linguistic features of Italian. They identify similarities or differences of Italian language and culture with English or their own language/s and culture/s and identify connections between language and cultural practices.</p>

## Year 3

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact and socialise in Italian using simple descriptive or expressive modelled language and gestures to ask questions, make statements and exchange information about friends and family members, such as <i>Ho due sorelle e un fratello</i>, and <i>Il mio amico Pietro è molto bravo!</i> They locate some specific points of information in short texts and convey factual information using simple statements, short descriptions and modelled texts. Students make simple statements, mostly in English, about characters or themes in imaginative texts and create and perform short imaginative texts using familiar words, expressions and modelled language. Students translate high-frequency words and most expressions in simple texts, sometimes identifying which ones are difficult to translate. They talk about some similarities or differences between Italian and their own language and culture.</p> <p>Students recognise and reproduce the sounds and intonation patterns of spoken Italian, varying intonation between statements, exclamations and commands, such as <i>Mia sorella si chiama Anita</i> and <i>Guardate me!</i>, with a satisfactory level of accuracy. They write familiar vocabulary and expressions with a satisfactory level of accuracy and use some first elements of grammar to convey simple information and write simple texts and descriptions with a satisfactory level of accuracy. Students follow patterns to form singular and plurals of regular nouns and show some awareness of nouns that do not follow the patterns. They experiment with definite and indefinite articles and the agreement of adjectives and possessive adjectives, such as <i>Il mio amico è bravo</i>. Students describe their Italian learning experiences using terms such as verb, adjective and gender to talk about language. Students identify some of the language features and conventions of simple texts and show how the Italian language may need to be adjusted to suit different situations and relationships. They identify some ways language use can change over time, how Italian has influenced other languages and how Australian and Italian culture may be different.</p>	<p>By the end of Year 4, students use Italian language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. 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 syntax to create texts.</p> <p>Students imitate sound combinations and rhythms of Italian language. They demonstrate understanding that Italian has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Italian and make comparisons between Italian and English. They understand that the Italian language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Students use formulaic and familiar Italian structures and expressions when interacting with others to share, ask and respond to information about themselves, family and friends. They follow instructions and share opinions when participating in co-operative tasks. Students locate and respond to key information in short texts and begin to use strategies to comprehend and adjust Italian use in familiar contexts. They use modelled language, with guidance, to create informative and imaginative texts.</p> <p>Students recognise and experiment with the sound and writing systems, and the linguistic features of Italian. They identify Italian language and cultural practices and compare with English or their own language/s and culture/s. They recognise connections between language and cultural practices.</p>

## Year 4

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students interact and socialise in Italian using simple descriptive, or expressive modelled language with guidance, to participate in tasks or activities, to ask questions, make statements and to exchange information about aspects of their personal worlds, daily routines at home and school and their interests, such as <i>Il sabato gioco a pallacanestro</i> and <i>Giochi domani?</i> Students locate, process and convey some factual information and simple statements from texts. They respond to imaginative texts, discussing messages, using modelled language to make statements in Italian. They use familiar expressions, simple statements and modelled language to make statements and express opinions, sometimes in Italian, about characters or themes and to create and perform short imaginative texts. Students share meanings and some simple understandings about aspects of Italian language and culture by translating, with some accuracy, familiar words, phrases and simple expressions. They use dictionaries, with guidance, and word lists to translate simple familiar texts and make some observations in English about how language reflects cultural practices and norms.</p> <p>Students pronounce and write familiar words accurately most of the time and experiment with pronunciation of words containing letter combinations, such as sc, sch, sci, gne and gl, with a satisfactory level of accuracy. They apply some of the rules of spelling and punctuation, such as capitalisation, with some consistency. They use familiar vocabulary and expressions, and apply elements of grammar in simple spoken and written texts, with a satisfactory level of accuracy. They use, in modelled texts, the singular forms of common regular, reflexive and high-frequency irregular verbs in the present tenses, such as <i>Anna va al parco</i>, and the past tense, such as <i>Mi alzo alle sette</i>. Students express preferences and reasons for preferences, tell the time, give the day, date and ages. They use simple prepositions to indicate location and direction. Students talk about language using some Italian terms with guidance. They make some simple comparisons between features of familiar texts and explain, with guidance, how particular features help to achieve a particular purpose. They list ways that language use may vary due to context and participants, and they list places where Italian is spoken around the world. They identify some vocabulary and expressions that reflect different cultural values and make some connections between culture and language use.</p>	<p>By the end of Year 4, students use Italian language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. 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 syntax to create texts.</p> <p>Students imitate sound combinations and rhythms of Italian language. They demonstrate understanding that Italian has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Italian and make comparisons between Italian and English. They understand that the Italian language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).</p>	<p>By the end of the year:</p> <p>Students participate in and begin to initiate, with guidance, short exchanges in Italian about their personal world. They use familiar sentences and modelled language when participating in collaborative tasks. Students use strategies to locate and compare information and ideas in texts and demonstrate understanding in Italian or English, adjusting their response to suit context, purpose and audience. They adapt modelled language, selecting and using a variety of context-appropriate vocabulary and modelled textual conventions, to create informative and imaginative texts.</p> <p>Students recognise and use familiar features of the sound and writing systems, and the linguistic features of Italian. They describe and compare Italian language and culture with English or their own language/s and culture/s and identify and discuss connections between language and cultural practices.</p>

## Year 5

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate, with some guidance, interactions in Italian using mostly familiar descriptive and expressive language, and modelled language, to participate in guided tasks or activities and to exchange information about their home, neighbourhood and local community, such as <i>il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici</i>. Students gather and compare most information and some supporting details from texts, and convey adequate information and ideas related to their personal and social worlds. They use English and modelled Italian language to share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experience and feelings. They create or present simple imaginative texts for different audiences, adapted from events, characters or settings. Students translate simple texts from Italian to English and vice versa, showing some awareness that some words or expressions cannot be directly translated between languages. They use dictionaries, with some guidance, and word lists to translate short familiar texts. Students identify ways of communicating in Australian and Italian-speaking contexts and ways in which culture influences language use.</p> <p>Students apply rules of pronunciation and spelling to familiar words accurately most of the time. They experiment with the pronunciation of Italian specific sounds, such as double consonants, z and t sounds, and they apply knowledge of familiar vocabulary and grammatical elements in simple spoken and written texts with a high level of accuracy, and less familiar elements with a satisfactory level of accuracy. Students show understanding of formation of both regular and irregular plural nouns, plural forms of possessive adjectives and adjective-noun agreement. Students use both <i>molto</i> and the <i>-issimo</i> suffix to translate 'very.' They convey action in the present and immediate future using the singular forms of regular and irregular verbs in the present, such as <i>Domani vado al cinema con Andrea</i>. They formulate questions using <i>dove, che, cosa</i> and <i>con chi</i> and use the preposition <i>a</i> with the definite article to indicate location, such as <i>Che cosa c'è vicino al parco?</i> Students use numbers 0–100 and explore Italian currency. They comment, sometimes using some Italian terms, on how Italian works and include most of the features of familiar texts when writing. Students explain with guidance, that differences in how people use Italian may be due to regional variations and differences in register, and that different forms of spoken and written Italian are used within Italy and Italian-speaking communities around the world. They discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving, and may be differently interpreted by others.</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Italian language that are related to their immediate environment. They use appropriate sound combinations, intonation, and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Italian or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Italian. They compare language structures and features in Italian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students participate in and initiate, with guidance, short exchanges in Italian about their home, neighbourhood and the wider world. They share information and opinions when participating in collaborative tasks. Students use strategies to locate and compare information and ideas in texts and demonstrate understanding in Italian or English, adjusting their response to suit context, purpose and audience. They manipulate modelled language, selecting and using a variety of context-appropriate vocabulary and sentence structures, to create informative and imaginative texts.</p> <p>Students apply most features of the Italian sound and writing systems, and linguistic features, when responding to or composing texts. Students compare Italian language and culture with English or their own language/s and culture/s and recognise that language reflects cultural practices, values and identity and that this impacts communication.</p>

## Year 6

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate, with guidance, interactions in Italian using descriptive, expressive and modelled language to collaborate in guided tasks or activities and to exchange information and relate experiences about free time. Students gather, compare and respond to most information and some supporting details from texts related to their personal and social worlds and they convey simple information, ideas and opinions. With some guidance, students select texts to suit specific audiences and contexts. They share and compare responses to characters, events and ideas, and identify some cultural elements in imaginative texts. They create, adapt or present, with guidance, their own simple alternative versions of imaginative texts for different audiences, modes or contexts. They translate short texts from Italian to English and vice versa, explaining or providing a description, with guidance, some familiar words or expressions that do not directly translate between languages. Students experiment with and discuss the usefulness of various forms of dictionaries. They engage in intercultural experiences, describing simply aspects of language and culture that are unfamiliar, and discuss their own reactions and adjustments.</p> <p>Students explain and use appropriate intonation, pronunciation, spelling and writing conventions with a satisfactory level of accuracy. They generate simple written and spoken texts by applying knowledge of familiar vocabulary and grammatical elements with a high level of accuracy and less familiar elements with a satisfactory level of accuracy. Students apply understanding of adjective-noun agreements, formulate questions and requests using <i>dove, che, cosa</i> and <i>con chi</i> and express preferences using adverbs, such as <i>tanto</i> and <i>molto</i> to intensify the meaning. They talk about present events and situations, and those in the near future, using the present tense. They relate experiences in the past using the perfect tense of common verbs, such as <i>Domenica pomeriggio Alex ed io siamo andati in città</i>. Students discuss language patterns and rules, how Italian texts use language to create different effects and suit different audiences, and how Italian is used differently in different contexts and situations. They discuss how the Italian language is constantly changing due to contact with other languages and the impact of new technologies, and explain that language and culture are integral to the nature of identity and communication.</p>	<p>By the end of Year 6, students initiate and use strategies to maintain interactions in Italian language that are related to their immediate environment. They use appropriate sound combinations, intonation, and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Italian or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Italian. They compare language structures and features in Italian and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students participate in and initiate, with guidance, extended exchanges in Italian about their personal and social worlds. They share information and negotiate outcomes when participating in collaborative tasks. Students use strategies to locate and process information and ideas in texts and demonstrate understanding in Italian or English, adjusting their response to suit context, purpose and audience. They manipulate modelled language, selecting and using a variety of context-appropriate vocabulary and sentence structures, to create informative and imaginative texts.</p> <p>Students apply the Italian sound and writing systems, and linguistic features, when responding to or composing texts. They compare and discuss Italian language and culture with English or their own language/s and culture/s and recognise that language reflects cultural practices, values and identity and that this impacts communication.</p>

## Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and participate in spoken and written interactions in Italian with others through collaborative tasks, activities and transactions to exchange information on people, social events and school experiences. They use rehearsed descriptive and expressive language to talk about, give some opinions and share thoughts and feelings, such as <i>Mi piace il mio amico perché è buffissimo</i>. Students engage in the planning of Italian events or activities by considering options, negotiating arrangements and participating in transactions. They identify and provide most key information, and some supporting details, from texts related to aspects of their personal and social worlds and they present information and ideas on texts using rehearsed descriptive and expressive language. They select modes of presentation to suit audiences or contexts. Students express simple opinions on and describe some of the themes and key ideas, values and techniques in imaginative texts. They create and present their own or shared simple imaginative texts with imagined characters, places and experiences, to entertain peers and younger audiences. They translate texts, with some inaccuracies, and compare their own translation to their peers', noticing when it is difficult to transfer meaning from one language to the other. They notice how aspects of culture may affect communication, and how their own culture impacts on language use. Students also consider how their biography influences their identity and communication.</p> <p>Students begin to notice and apply, with a satisfactory level of accuracy, differences in the pronunciation of consonants and vowel combinations. They generate written and spoken texts by applying knowledge of familiar vocabulary and grammatical elements and some less familiar elements, with a satisfactory level of accuracy. Students use regular and irregular nouns, subject pronouns for emphasis, adverbs to qualify verbs and conjunctions to connect or elaborate clauses, such as <i>Mi piace il mio amico perché è buffissimo</i>. They use verbs, both regular and some irregular, in the present and perfect tenses, such as <i>Imparo l'italiano da tre anni</i>. They begin to use articulated prepositions, verbs to express action in time and the imperfect tense in formulaic expressions, such as <i>Il festival era divertentissimo!</i> Students describe how the Italian language works, using some relevant metalanguage to organise learning resources. They consider and frequently apply the structures, conventions and purposes associated with a range of texts created for information exchange or social interaction. They identify some features of Italian that vary according to audience, context and purpose, some ways in which language use reflects cultural expression, assumption and perspective, and consider how Italian continues to change due global and cultural influences.</p>	<p>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.</p> <p>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.</p>	<p>By the end of the year:</p> <p>Students initiate and participate in spoken and written exchanges in Italian to share information about themselves, others, home and school. They participate in collaborative tasks that involve planning and negotiating. Students locate and process information, ideas and opinions from texts and interactions and convey meaning in and between languages. They adapt modelled and familiar language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply familiar features of the Italian sound and writing systems, and linguistic features to interact with developing fluency and when responding to and composing texts. They recognise and discuss similarities and differences between Italian and English, using metalanguage. Students begin to explore examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

## Year 8

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and maintain spoken and written interactions in Italian with others through collaborative tasks, activities and transactions to exchange information on special holidays and travel. They use mainly rehearsed and some spontaneous descriptive and expressive language to discuss occasionally and share ideas, views, opinions and experiences, such as <i>Di solito ci riuniamo con i nostri parenti e amici per la cena. Quest'anno abbiamo giocato a carte fino a mezzanotte prima di uscire sul balcone a guardare i fuochi d'artificio</i>. Students engage in the planning of experiences and activities by considering options, negotiating arrangements and participating in transactions that include purchasing goods or services. They identify and share most key ideas, and some information, from a range of texts related to aspects of their personal and social worlds, presenting information and ideas in a given format for the intended audience. They organise and present most key information and ideas on texts related to aspects of their personal and social worlds, using mostly rehearsed descriptive and expressive language to make comparisons on perspectives and experiences. Students analyse ideas, themes, values and techniques used to engage and entertain audiences in a range of imaginative texts, making some connections with personal experiences and other imaginative texts in their own language and culture. They also create and present a range of simple texts with imagined contexts and characters, selecting mostly appropriate language, rhythms and images to enrich the visual or listening experience. Students translate and/or interpret texts, with some accuracy, including those use language with colloquial or cultural associations, noticing some differences in interpretation and impacts of culture on language. Students discuss cultural practices, and reflect on adjustments made as a result of reactions and responses, when participating in intercultural experiences with speakers of Italian.</p> <p>Students recognise and apply, with a satisfactory level of accuracy, tone and rhythm to distinguish between statements, questions, exclamations and commands. They generate written and spoken texts by applying knowledge of familiar vocabulary and grammatical elements and some less familiar elements, with a satisfactory level of accuracy. Students recognise the use of direct object pronouns and begin to use suffixes. They use articulated prepositions, adverbs to qualify verbs, such as <i>Sono completamente d'accordo</i>, and negative constructions, including the double negative, such as <i>Non c'è nessuno</i>. Students use verbs to express action in time and modal verbs to express ability, such as <i>Vuoi venire alla mia festa di compleanno?</i> Students describe how the Italian language works, using some relevant metalanguage to organise learning resources.</p>	<p>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.</p> <p>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.</p>	<p>By the end of the year:</p> <p>Students initiate and participate in spoken and written exchanges in Italian to share and compare information and experiences about going out, socialising, special events and leisure time. They participate in collaborative tasks that involve planning, negotiating and problem solving. Students locate, summarise and process information, ideas and opinions from texts and interactions and convey meaning in and between languages. They adapt modelled and familiar language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply features of the Italian sound and writing systems, and linguistic features to interact with increased fluency and when responding to and composing texts. They recognise and discuss similarities and differences between Italian and English, using metalanguage. Students recognise and discuss examples of how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

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<p>They identify and apply most of the structures and conventions of a range of text types. They examine and sometimes vary elements of communication, such as gestures, facial expressions and choice of language according to context and situation. Students give examples of how Italian is constantly expanding to include new words and expressions in response to changing environments due to globalisation, language shifts and exchange, technology and intercultural experience.</p>		

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## Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students participate in, and sometimes initiate sustained spoken and written interactions in Italian with others through collaborative tasks, activities and transactions to exchange information on aspects of childhood, teenage life and relationships. They use familiar descriptive and expressive language to share, justify some personal opinions with examples, such as <i>Mi piace essere adolescente perché posso essere indipendente</i>. Students participate in shared activities, such as the planning and managing of activities, events or experiences, exchanging familiar resources and information. They analyse most ideas and information, and sometimes identify context, purpose and audience in texts related to aspects of their personal and social worlds. They convey some information and ideas and offer their views on texts, selecting some appropriate formats and styles of presentation. Students provide examples of how the structure, language and mood of imaginative texts reflect Italian cultural values or experiences and build action, develop character and position the reader/audience. They also create and present simple imaginative texts with moods and effects, in order to engage different audiences. Students translate and interpret texts, with some accuracy, providing examples of how to convey concepts that do not translate easily across different linguistic and cultural contexts. They select mostly relevant language, showing some consideration of their own and others' responses and reactions in intercultural communication. Students question some assumptions and values, and at times modify language and behaviours in relation to different cultural perspectives. They also investigate and share family and cultural traditions and experiences, considering how these have shaped, and continue to shape, personal and cultural identity.</p> <p>Students use mostly comprehensible Italian pronunciation, including consonant and vowel combinations, double consonants and accents, including in some unfamiliar words, and they often vary stress and intonation in sentences. They generate written and spoken texts by applying knowledge of familiar vocabulary and grammatical elements and some less familiar elements, with a satisfactory level of accuracy. Students begin to use personal, direct object and reflective pronouns to refer to the person carrying out an action or to refer to somebody or something, such as <i>La mia amica del cuore si chiama Stella. Parlo con lei ogni giorno e la vedo ogni sabato sera</i>. They show understanding that adverbs and adverbial phrases of manner, place and time modify the meaning of verbs and adjectives, describe events across present and past, such as <i>Quando avevo dieci anni spesso giocavo a calcio</i>. Students begin to use the conditional mood in formulaic expressions, such as <i>Nel futuro vorrei essere architetto</i>. They discuss and explain some grammatical forms and functions</p>	<p>By the end of Year 10, students contribute to and extend interactions in Italian language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising 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 devices to enhance meaning and cohesion.</p> <p>Students incorporate the features and conventions of spoken Italian to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of 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.</p>	<p>By the end of the year:</p> <p>Students participate in sustained spoken and written interactions in Italian to share and compare information and experiences about Italy and its culture. They contribute to collaborative tasks that involve planning, managing and problem-solving. Students summarise and compare ideas and opinions from a range of texts and interactions in Italian. They convey meaning and perspectives in and between languages and cultures in a variety of ways. Students select linguistic features and textual conventions to create informative and personal texts.</p> <p>Students apply features of the Italian sound and writing systems and an extended range of linguistic features to interact with enhanced fluency and to respond to and compose texts. They reflect on and discuss similarities and differences between Italian and English, using metalanguage. They understand and begin to reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>

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<p>using metalanguage, and they describe how and why language is used differently in different contexts and relationships. Students investigate and describe how language varies according to context and speakers and they provide some examples of changes to both Italian and Australian English, identifying some reasons for these changes. They describe how language both reflects and shapes cultural distinctions, such as community, social class, gender and generation.</p>		

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## Year 10

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students initiate and participate in sustained spoken and written interactions in Italian with others through collaborative tasks, activities and transactions to provide information on young people's experiences and interest in contemporary culture and social issues, such as <i>Cosa possiamo fare per mantenere la salute della terra?</i> They use familiar descriptive and expressive language, in mostly informal exchanges, to express feelings and justify opinions, with some examples. They contribute ideas, opinions and suggestions in interactions related to exchanging resources and information, solving problems and managing diverse views. Students identify, analyse and discuss some ideas and information in texts related to aspects of their personal, natural and social worlds, and they identify how some aspects of context and culture affect how information is presented in texts. Students use modes of presentation generally appropriate to audience or purpose to convey information, comments, perspectives and experiences from texts. Students explain instances of how aesthetic, humorous and emotional effects are used in imaginative texts to reflect cultural influence, and they create and present simple imaginative texts on familiar personal or social themes that express ideas or reflect cultural values, social issues or experience. Students describe how some cultural perspectives and concepts have been presented when translating and interpreting from one language to another. They describe the experience of learning and using Italian, considering how intercultural communication involves taking responsibility by modifying language and behaviours. They also describe their own cultural identity and identify their ability to act as a cultural mediator between speakers of Italian and Australians.</p> <p>Students often use comprehensible Italian pronunciation, stress and intonation in sentences and texts and sometimes adjust rhythm and pace of interactions to assist others in making meaning. They generate written and spoken texts by applying knowledge of familiar vocabulary and grammatical elements, with a satisfactory level of accuracy. Students use prepositions, including articulated prepositions, to introduce additional information when describing actions, people and objects and personal, direct object and reflexive pronouns to refer to the person carrying out an action or to refer to somebody or something. They use adverbs and adverbial phrases of manner, place and time to modify the meaning of verbs and adjectives. Students choose appropriate tenses, including present, present perfect, imperfect and future tenses, and the conditional mood, to describe events across different times, such as <i>Cosa studierai l'anno prossimo e perché?</i>, and they use modal verbs to express ability,</p>	<p>By the end of Year 10, students contribute to and extend interactions in Italian language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising 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 devices to enhance meaning and cohesion.</p> <p>Students incorporate the features and conventions of spoken Italian to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of 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.</p>	<p>By the end of the year:</p> <p>Students participate in sustained spoken and written interactions in Italian to share and compare information and opinions about future plans and travel. They contribute ideas, opinions and suggestions to negotiate outcomes and share experiences. Students compare and interpret information, ideas and opinions from a range of texts and interactions in Italian. They convey meaning and perspectives in and between languages and cultures in a variety of ways. Students select linguistic features and textual conventions to create informative and personal texts to engage different audiences.</p> <p>Students apply the Italian sound and writing systems and an extended range of linguistic features to interact with enhanced fluency and to respond to and compose texts. They reflect on and evaluate similarities and differences between Italian and English, using metalanguage. They understand and reflect on how language/s, culture/s, attitudes, beliefs and values shape identity and meaning, and how these influence ways of communicating.</p>

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<p>possibility, likelihood and permission. They use conjunctions to connect or elaborate clauses, such as <i>Non c'era più da vedere, quindi sono tornato a casa</i>, and they begin to use the future tense and recognise the impersonal <i>si</i> and the conditional mood in modelled sentences. Students discuss and explain some grammatical forms and functions using metalanguage, and they analyse and describe how and why language is used differently in a range of texts. Students describe how language varies according to context and speakers and they provide some examples how Italian language and culture have evolved, and how they continue to change over time. They describe how language use has the power to influence social relationships, beliefs and values. Students provide examples of how Italian language and culture are interrelated and how they shape, and are shaped by, each other.</p>		

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