



Western Australian Curriculum

Languages | Italian

Proposed Achievement standards | Years 7–10
Draft for consultation | Not for implementation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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Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use familiar language when participating in spoken and written interactions to exchange information about self, family and friends, and interests, and in classroom tasks and routines. They identify and use some information, including topic, gist and some specific points of information in Italian texts. Students convey, in a variety of ways, simple information and ideas from texts related to aspects of their personal and social worlds. They describe aspects of Italian imaginative texts, and use familiar and modelled language to create simple texts adapted from familiar imaginative texts. Students translate, with a satisfactory level of accuracy, familiar phrases and short texts, identifying some words or phrases that do not translate easily across languages. They reflect on aspects of language, culture, personal identity and experiences of learning a language, and how these may impact on intercultural communication.</p> <p>Students apply most features of the Italian sound system with a high level of achievement when using familiar vocabulary and expressions related to self, family and friends and interests. They apply most features of the Italian writing system, including rules of grammar, spelling and punctuation, with a satisfactory level of accuracy, to write short texts in Italian. Students use familiar grammatical terms to talk about how language works. They identify some features of Italian that may need to be adjusted to suit different situations and relationships, and use most features and structures associated with familiar text types, to make comparisons between similar texts in Italian and English. They identify examples of the relationship between language and culture, and the place of Italian in the local, national and global context.</p>	<p>By the end of Year 8, students use Italian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Italian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.</p> <p>Students approximate Italian sound patterns, intonation and rhythms, and demonstrate understanding that Italian has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Italian and English language structures and features, using metalanguage. They demonstrate awareness that the Italian language is connected with culture and identity, and that 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 written exchanges in Italian to share information about self, family and friends, and interests using familiar language. They participate in classroom interactions and routines. Students locate and process specific information from short texts and interactions in Italian and convey meaning in and between languages in a variety of ways. They use modelled language and textual conventions to create informative, imaginative and personal texts.</p> <p>Students apply familiar features of the Italian sound and writing systems to interact with developing fluency and when responding to and creating texts. They recognise and discuss similarities and differences between Italian and English, using metalanguage. They 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 use mostly familiar language when participating in spoken and written interactions to exchange information in Italian about their home, school and social life, and in classroom tasks and routines. They identify and use most key information and some supporting ideas and detail in Italian texts related to aspects of their personal and social worlds, and convey these in a variety of ways. They describe aspects of Italian imaginative texts and use modelled language to adapt and create simple imaginative texts. Students translate short texts with a satisfactory level of accuracy, identifying some variations across different translations of a text. They reflect on aspects of language, culture, personal identity and experiences of learning a language, and how these may influence communication.</p> <p>Students apply most features of the Italian sound and writing systems with a high level of accuracy when using familiar vocabulary and expressions about home, school and social life, and with a satisfactory level of accuracy when using less-familiar language. They use elements of grammar, spelling and punctuation, with a satisfactory level of accuracy, to write short texts in Italian. Students use some metalanguage when discussing aspects of language learning. They use most structures and some language features associated with familiar text types. They identify some features of Italian that may need to be adjusted to suit different situations and relationships, and examples of how languages change and are influenced by each other.</p>	<p>By the end of Year 8, students use Italian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Italian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.</p> <p>Students approximate Italian sound patterns, intonation and rhythms, and demonstrate understanding that Italian has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Italian and English language structures and features, using metalanguage. They demonstrate awareness that the Italian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.</p>	<p>By the end of the year:</p> <p>Students use rehearsed and modelled language when participating in spoken and written interactions in Italian to share and compare information about daily life and school routines. They locate and process specific information, texts and interactions in Italian. Students convey meaning in and between languages in a variety of ways. They use rehearsed and modelled language and textual conventions to create informative and personal texts.</p> <p>Students recognise and use, with a satisfactory level of accuracy, familiar features of the Italian sound and writing system to interact with developing fluency and to respond to and create texts. They recognise and discuss similarities and differences between Italian and English, using metalanguage. They recognise examples of how language/s, culture/s, attitudes, beliefs.</p>

Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>At standard, students use mostly familiar language when participating in spoken and written interactions in Italian to describe and discuss events of significance in the lives of young people, and to reflect on learning experiences. They identify and present information and ideas, opinions and views in Italian texts to inform or interest others and convey these considering audience, purpose and context. They attempt to modify aspects of Italian imaginative texts and adapt familiar language to create own imaginative texts that convey experiences and ideas, to inform or entertain. When translating and interpreting texts, students identify how culture is embedded in language and they describe differences in meaning. They identify aspects of language, culture, personal identity and experiences of learning Italian, and how these may help when engaging with Italian speakers and texts.</p> <p>Students apply the regular and irregular features of the Italian sound system with a reasonable degree of control. When speaking or writing in Italian, they use familiar vocabulary related to events of significance in the lives of young people, and use elements of grammar, spelling and punctuation, with a satisfactory level of accuracy. Students use some metalanguage to describe grammatical forms and functions. They describe the relationship between text structures and language features in texts. Students identify varying ways Italian language and culture are used to establish relationships and in intercultural exchange.</p>	<p>By the end of Year 10, students initiate and sustain Italian language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Italian or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Italian to create texts.</p> <p>Students apply features of the Italian sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Italian, to discuss how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students use rehearsed language when initiating and participating in spoken and written interactions in Italian to share, compare and exchange information and experiences about Italian-speaking communities. They process and interpret/compare information, ideas and opinions in a range of texts and interactions in Italian. Students convey meaning and perspectives in and between languages and cultures in a variety of ways. They select linguistic features and textual conventions to create informative and personal texts.</p> <p>Students apply features of the Italian sound and writing system to interact with enhanced fluency and to respond to and create texts. They 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>

Year 10

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
N/A	<p>By the end of Year 10, students initiate and sustain Italian language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Italian or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Italian to create texts.</p> <p>Students apply features of the Italian sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Italian, to discuss how this learning influences their ideas and ways of communicating.</p>	<p>By the end of the year:</p> <p>Students use rehearsed language when initiating and participating in spoken and written interactions in Italian to share information and opinions about future plans and travel. They compare and interpret information, ideas and opinions in a range of texts and interactions in Italian. Students convey meaning and perspectives in and between languages and cultures in a variety of ways. They select linguistic features and textual conventions to create informative and personal texts to engage audiences.</p> <p>Students select and use features of the Italian sound and writing system to interact with enhanced fluency and to respond to and create texts. They reflect on and discuss similarities and differences between Italian and English, using metalanguage. They explain how language/s, culture/s, attitudes, beliefs and values shape identity and meaning.</p>