



Western Australian Curriculum

Languages | Italian

Proposed Comparison of Curriculum | 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Draft for consultation | Not for implementation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 Western Australian Curriculum: Languages, Italian has been adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

The first row contains the current Western Australian Curriculum: Languages, Italian curriculum content organised in year levels. The second row contains the endorsed content for Australian Curriculum version 9. The content listed for the Western Australian Curriculum and the Australian Curriculum version 9 is unedited. The third row contains the proposed content for consultation.

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Years 7–10

Strand: Communicating

Sub-strand: Socialising

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, <i>Ciao!; Buongiorno! Mi chiamo Alfredo, e tu?; Ho quattordici anni. Quanti anni hai?; Ho gli occhi verdi e i capelli rossi.; Sono di statura media.; Ti presento il mio amico Marco. Lui è intelligente e buffo!; Ecco — la famiglia Barone!; Ho due sorelle e un fratello.; Mi piace giocare a pallacanestro/basket e giocare ai videogiochi.</i></p> <p>Engage in individual and collaborative tasks, such as making arrangements with a friend, planning for a class celebration or performance, or working together to create displays, presentations or performances to showcase their language learning for family, friends or school community</p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, <i>Ascoltate!; Come si dice ...?; Signore, per favore ...; Non capisco.; Clicca sull'immagine della scatola!; Rispondete alle domande!; Ciao Natalia, come stai? Non c'è male, e tu?; Buongiorno professore/professoressa/ signore/signora. Come sta?; Buona giornata e arrivederci/La.; A domani, signor Pera.; A presto!; In bocca al lupo!; Buon compleanno, Silvana!</i></p>	<p>Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities, for example, <i>Vado a scuola a piedi.; Dopo scuola mia sorella gioca a tennis.; Non mi piace/Mi piace molto la musica/la matematica/l'italiano.; Mi piace giocare a calcio ma non mi piace per niente suonare il pianoforte.; Amo guardare YouTube.; Ti piace leggere?; Il weekend vado alla partita con gli amici/le amiche a vedere ...; Mi alzo alle sette.</i></p> <p>Engage in individual and collaborative tasks, such as making arrangements to cater for events, celebrations or outings, for example, an excursion to an Italian restaurant or organising a class event</p> <p>Participate in classroom routines and interactions by asking and answering questions, requesting information, expressing feelings, opinions and personal preferences and responding to others' contributions, for example, <i>Ecco mio fratello – è simpatico!; Mi scusi signora, ma ...; Preferisco ...; Mi piace.; Certo.; È meraviglioso!</i></p>	<p>Initiate and maintain interactions with others orally and in writing to discuss and compare events of significance in the lives of young people, including holidays, special events and travel, for example, <i>Quest'anno per il mio compleanno ...; Vuoi venire alla mia festa di compleanno? Sì, certo!/Mi dispiace, non posso/sono impegnato/a.; Come festeggiate il Capodanno? Di solito ci riuniamo con i nostri parenti e amici per la cena.; Usiamo Instagram per condividere delle foto.; Siete andati/e in vacanza quest'estate? Sono andato/a a Broome per dieci giorni.; Cosa fai durante le vacanze di Pasqua?; Cosa fanno gli italiani a Ferragosto? Dove sei andato/a per le vacanze? Sono stato/a dai nonni.</i></p> <p>Engage in individual and collaborative tasks, such as exchanging information, making arrangements or obtaining goods or services, for example, when travelling or in an Italian-speaking country, arranging an outing, purchasing souvenirs or using transport</p> <p>Develop classroom language to contribute to structured discussions and reflect on learning experiences by making suggestions, asking questions for clarification and expressing agreement or disagreement, for example, <i>(No) Non sono d'accordo.; È una buona idea.; Può ripetersi?; Avete finito?; Posso ...</i></p>	<p>Initiate and participate in sustained interactions with others orally and in writing to exchange ideas, opinions, experiences and thoughts about making choices for today and in the future, including health and physical activity, having a part-time job, learning a language and my future, for example, <i>Cosa studierai l'anno prossimo e perché?; È difficile per te imparare l'italiano? A tuo parere ...?; Cosa fai per tenerti in forma?; È importante mangiare tanta verdura.; Quali sono i tuoi progetti per il futuro? Dopo la scuola, vorrei diventare ingegnere. E tu, cosa farai?; L'aspetto più interessante da capire è ...; Internet ti aiuta con i tuoi studi d'italiano? Al contrario!</i></p> <p>Engage in individual and collaborative tasks, such as planning or debating with peers to initiate a school campaign to promote awareness of a wellbeing issue for teenagers, or organising a real or simulated forum to raise awareness of the use of social media at school, or presenting a speech on their language learning experiences</p> <p>Use classroom language to question, elicit and offer opinions, compare ideas and participate in reflective activities and evaluations, for example, <i>A mio parere ...; Secondo me ...; Non sono d'accordo.; Dopotutto ...; Va detto ...</i></p>

	Year 7	Year 8	Year 9	Year 10
Australian Curriculum v9	<p>Interact with others using modelled language to exchange information in familiar contexts about self and personal world</p> <p>Develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests</p> <p>Engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment</p>		<p>Initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal worlds</p> <p>Use Italian language in exchanges to question, offer opinions and compare and discuss ideas</p> <p>Use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers</p>	
Proposed WA Curriculum	<p>Participate in exchanges to share information about themselves, family and friends, and interests</p> <p>Participate in exchanges related to classroom activities and routines</p>	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life and school routines</p> <p>Participate in exchanges related to classroom activities and routines</p>	<p>Initiate and participate in exchanges to share and compare information and experiences about Italy and its culture</p> <p>Participate in exchanges related to classroom activities, planning and negotiating</p>	<p>Initiate and participate in sustained exchanges to share information and opinions about future plans and travel</p> <p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p>

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Sub-strand: Informing

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p>	<p>Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p> <p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience</p>	<p>Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others</p> <p>Convey information, ideas and opinions on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience</p>	<p>Identify information and ideas from a range of texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas</p> <p>Convey information, ideas and experiences, and compare diverse perspectives on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience</p>
Australian Curriculum v9	<p>Locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience</p> <p>Develop and begin to apply strategies to interpret, translate and convey meaning in Italian in familiar contexts</p>		<p>Interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience</p> <p>Apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p>	
Proposed WA Curriculum	<p>Locate and process information, ideas and opinions in short texts and interactions, and convey meaning</p> <p>Develop strategies to translate and interpret meaning in and between languages in familiar contexts</p>	<p>Locate and process information, ideas, opinions and supporting details in texts, and convey meaning</p> <p>Apply strategies to translate and interpret meaning in and between languages in familiar contexts</p>	<p>Process and compare ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p>	<p>Compare and interpret ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply strategies to translate and interpret meaning in and between languages in a range of contexts</p>

Sub-strand: Creating

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language	Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences	Respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects, such as characters, events and/or ideas Create own imaginative texts in different modes and formats, using imaginary characters, to inform or entertain, or to convey experiences or express ideas	Respond to traditional and/or contemporary imaginative texts by discussing ideas and considering how these relate to contemporary society and own culture Create own imaginative texts in different modes and formats, using imaginary characters, places and/or experiences, to entertain, or express ideas, attitudes and/or perspectives
Australian Curriculum v9	Create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions		Create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences	
Proposed WA Curriculum	Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience	Create informative, imaginative and personal texts adapting rehearsed and modelled language, and textual conventions appropriate to context, purpose and audience	Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose and audience	Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage audiences

Sub-strand: Translating

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Translate and interpret phrases and short texts from Italian to English and vice versa, noticing which words or phrases translate easily and which do not	Translate and interpret short texts from Italian to English and vice versa, comparing different versions of a text and suggesting reasons for differences and mistranslations	Translate and interpret texts from Italian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning	Translate and interpret texts from Italian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Reflecting

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p> <p>Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication</p>	<p>Engage with Italian speakers and texts, reflecting on how interaction involves culture as well as language</p> <p>Reflect on own identity, including identity as a learner and user of Italian, through experiences or in attitudes to culture and intercultural communication</p>	<p>Engage with Italian speakers and texts, reflecting on how interaction involves culture as well as language and being aware of audience and context</p> <p>Reflect on the experience of learning and using Italian and how it might add a further dimension to own identity</p>	<p>Engage with Italian speakers and texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments</p> <p>Reflect on the experience of learning and using Italian and how it might add a further dimension to own identity</p>
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Strand: Understanding

Sub-strand: Systems of language

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Develop awareness of features of the Italian sound system, through distinguishing and reproducing in familiar contexts, consonant combinations, such as the <i>gl</i> (in <i>famiglia</i>), <i>gn</i> (in <i>signora</i>), <i>ch</i> (in <i>chi</i>), vowel combinations, such as in <i>buono</i>, <i>chiave</i>, <i>ciliegia</i>, <i>dicembre</i>, double consonants, for example, <i>sono</i> and <i>sonno</i>, and differences in tone and rhythm between statements, questions, exclamations, requests and commands, for example, <i>Si chiama Roberto?</i>, <i>Si chiama Roberto</i>.</p> <p>Learn to pronounce the letters of the Italian alphabet and make connections between spoken and written forms of common context-related words and expressions, and experiment with the effect of grave and acute accents on pronunciation, for example, <i>papà</i> and <i>perché</i></p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Italian grammatical system, including:</p> <ul style="list-style-type: none"> recognising, and applying when writing own texts, some rules of spelling and punctuation of the Italian language, such as rules of capitalisation noticing gender and using familiar singular and plural nouns in the regular forms recognising that some singular nouns do not follow the regular masculine/feminine pattern, for example, <i>il papà</i>, <i>la mano</i> using definite and indefinite articles with familiar nouns learning to use adjectives to describe people or objects, including agreement and position learning to use possessive adjectives in the first, second and third person forms when 	<p>Continue to build awareness of the features of the Italian sound system, through identifying and producing consonant and vowel combinations, for example, <i>diciotto</i>, <i>scuola</i>, <i>sci</i>, <i>piazza</i>, <i>insegnante</i>, and experimenting with differences in tone and rhythm between statements, questions, exclamations, requests and commands, for example, <i>Vai a casa?</i>, <i>Vai a casa!</i></p> <p>Apply features of intonation and pronunciation, such as grave and acute accents when speaking, and apply rules of spelling when writing own texts in familiar contexts</p> <p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the Italian grammatical system, including:</p> <ul style="list-style-type: none"> applying rules related to nouns, such as gender and number, regular and common irregular singular and plural regular forms, gender and some exceptions developing awareness of various categories of nouns with common endings, such as <i>-ista</i>, <i>-zione</i>, <i>-tore</i> and <i>-trice</i>, for example, <i>il/la dentista</i>, <i>la stazione</i>, <i>il vincitore/la vincitrice</i>, and comparing them to their English equivalents learning to use and building understanding of the rules of use and omission of definite and indefinite articles learning to use adjectives to describe things (including agreement and exceptions), and possessive adjectives, for example, <i>Il mio libro</i>. using the demonstrative <i>questo</i>, for example, <i>Questa è la mia scuola</i>. 	<p>Understand and use the features of the Italian sound system, through recognising some common interjections, for example, <i>Allora ...</i>; <i>Oh!</i>, <i>E?</i>, <i>Cioè</i>, <i>beh?</i>, <i>boh!</i>, <i>Uffa!</i>, the differences in pronunciation of words with similar spelling, for example, <i>sùbito</i>, <i>subito</i>, and common cognate words in speech, for example, <i>organizzazione</i>, <i>programmare</i>, <i>arrivare</i></p> <p>Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the Italian grammatical system, including:</p> <ul style="list-style-type: none"> using common irregular noun plurals, for example, <i>la città/le città</i>; <i>il dito/le dita</i>, and common collective nouns, for example, <i>la gente</i> beginning to use common regular superlative adjectives, for example, <i>È bellissimo</i>. using adverbs of time and manner, for example, <i>ieri</i>, <i>di solito</i> using articulated or simple prepositions to indicate destinations and directions, for example, <i>in Italia</i>, <i>a Roma</i>, <i>al parco</i> using interrogatives, for example, <i>Come si chiama il tuo migliore amico?</i>; <i>Quando hai cominciato a suonare il flauto?</i> beginning to use modal verbs, <i>potere</i>, <i>volere</i> and <i>dovere</i>, to indicate ability/willingness/necessity, for example, <i>Non posso andare al cinema perché devo studiare</i>. using verbs in the present tense to indicate action in the present (including irregular verbs and reflexives), for example, <i>Ci divertiamo molto insieme</i>. 	<p>Understand and use the features of the Italian sound system, through recognising and using some common interjections, for example, <i>Oh!</i>, <i>E?</i>, <i>Cioè</i>, <i>Ahimè</i>, <i>Ohimè</i>, <i>Uffa!</i>, and recognising and applying the differences in pronunciation of words with similar spelling, for example, <i>sùbito</i>, <i>subito</i></p> <p>Generate language for a range of purposes in spoken and written texts, by continuing to extend understanding and use of context-related vocabulary and elements of the Italian grammatical system, including:</p> <ul style="list-style-type: none"> applying rules of inclusion/omission of definite articles, for example, <i>mio padre</i> and <i>il mio papà</i>; <i>Buongiorno signora ...</i>; <i>È la signora ...</i> beginning to use possessive and demonstrative pronouns, for example, <i>Questa è la mia bicicletta</i>, <i>quella è la tua</i>. recognising direct object pronouns and indirect object pronouns using adverbs to modify meaning of verbs and adjectives, such as <i>molto</i>, <i>troppo</i>, <i>abbastanza</i>, for example, <i>Devo studiare molto</i>. beginning to use the future tense using the conditional mood in modelled sentences and formulaic expressions, for example, <i>Mi piacerebbe molto studiare in Italia</i>. Recognising the impersonal <i>si</i>, for example, <i>Quali lingue si parlano in Australia?</i> using prepositions to introduce additional information when describing actions, people and objects, including articulated prepositions, for example, <i>Vado in palestra</i>

	Year 7	Year 8	Year 9	Year 10
	<p>talking about family and possessions, for example, <i>la mia famiglia, il tuo libro, i suoi fratelli</i></p> <ul style="list-style-type: none"> observing that definite articles may be omitted in some contexts, such as when using possessive adjectives with family members in the singular form, for example, <i>Mia sorella si chiama Anna.</i> expressing likes and dislikes using <i>mi piace</i> and non <i>mi piace</i> + noun/infinitive verb, for example, <i>Mi piace Sandro. È un caro amico.; Non mi piace fare i compiti.</i> using interrogatives in modelled structures, for example, <i>Di che colore hai i capelli?; Come ti chiami?</i> recognising subject pronouns and using the singular <i>io, tu, lui, lei</i> and the plural <i>noi</i> recognising and using singular conjugations and the <i>noi</i> form of verbs describing state (<i>essere</i>), possession (<i>avere</i>) and regular verbs describing actions in the present tense, for example, <i>parlare, cantare, giocare, abitare</i> distinguishing between the infinitive and a conjugated verb using irregular conjugations of the present tense of common irregular verbs in modelled sentences, for example, <i>Nella mia famiglia ci sono cinque persone.</i> developing number knowledge and using cardinal numbers to state age and give the date recognising and using articulated prepositions with <i>a</i>, in modelled structures using modelled sentence structure to construct simple sentences in Italian (subject–verb–object), make statements, ask questions and give/receive instructions (verb + object), for example, <i>Chiudi il libro!</i> 	<ul style="list-style-type: none"> using interrogatives in familiar contexts, for example, <i>Chi?, Che?, Cosa?, Quale?</i> and <i>Come?</i>, for example, <i>Quali materie studi?; Cosa fai lunedì dopo scuola?</i> using subject pronouns with the present tense using cardinal and ordinal numbers in familiar contexts and modelled language, such as with age, date, time and describing the school day, for example, <i>La prima ora comincia alle 8 e venti, ho matematica.</i> using prepositions of time and place to describe when and where, for example, <i>Ogni giorno prima di andare a scuola vado in piscina.</i> using articulated prepositions with <i>a, da, in, di</i> and <i>su</i> in modelled structures, for example, <i>Dopo scuola vado dalla mia amica.</i> beginning to use commonly used adverbs, such as <i>molto, mai, sempre, ancora</i> and <i>bene</i> to qualify verbs and adjectives, for example, <i>Noi usciamo sempre il sabato pomeriggio.</i> recognising and using subject pronouns using verbs describing state (<i>essere</i>), possession (<i>avere</i>) and regular verbs describing actions in the present tense, for example, <i>parlare, abitare, scrivere, dormire</i> and common irregular verbs, such as <i>andare</i> and <i>fare</i> beginning to use reflexive pronouns and verbs in modelled sentences, for example, <i>La mattina mi alzo alle sette.</i> applying rules of sentence structure to construct simple sentences in Italian (subject–verb–object); make statements, ask questions and give/receive instructions (verb + object), for example, <i>Chiudi il libro!</i> using simple conjunctions, such as <i>e, ma, con</i> and <i>perché</i>, to connect ideas, for example, <i>Mi piace la matematica perché è</i> 	<ul style="list-style-type: none"> beginning to use verbs in the present perfect tense, for example, <i>Siamo andati al festival sabato.</i> learning to use the imperfect tense of verbs in formulaic expressions, such as <i>Il festival era divertente.</i> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts</p>	<p><i>per allenarmi.; Andrò negli Stati Uniti prima di cominciare all'università.</i></p> <ul style="list-style-type: none"> using modal verbs, <i>potere, volere</i> and <i>dovere</i>, to indicate ability/willingness/necessity, for example, <i>Perché vuoi continuare a studiare l'italiano?; Vorrei andare negli Stati Uniti prima di cominciare all'università.</i> using the relative pronoun <i>che</i> to form complex sentences, for example, <i>La città che ho visitato era bellissima.</i> beginning to use disjunctive pronouns in formulaic expressions, for example, <i>Secondo me ...; A te piace ...?</i> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts</p>

	Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> beginning to use simple conjunctions, such as <i>e</i>, <i>ma</i> and <i>perché</i>, to connect ideas, for example, <i>Ho due sorelle ma non ho fratelli.</i> using the negation <i>non</i> to form negative statements and questions, for example, <i>Non ti piace il gelato?; Non ho sorelle.</i> <p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English</p>	<p><i>interessante.; Il sabato gioco a calcio con gli amici.</i></p> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences</p>		
Australian Curriculum v9	<p>Recognise and use features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts</p> <p>Develop knowledge of, and use structures and features of, the Italian grammatical and writing systems, to understand and create spoken, written and multimodal texts</p> <p>compare Italian language structures and features with English, using familiar metalanguage</p>		<p>Apply features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts</p> <p>select and use structures and features of the Italian grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts</p> <p>Reflect on and evaluate Italian texts, using metalanguage to discuss language structures and features</p>	
Proposed WA Curriculum	<p>Recognise and use familiar linguistic features of spoken Italian</p> <p>Begin to use linguistic features of Italian to respond to and create texts</p> <p>Begin to notice and discuss similarities and differences between Italian and English, using metalanguage</p>	<p>Apply familiar linguistic features of spoken Italian to interact with developing fluency</p> <p>Use linguistic features of Italian to respond to and create texts</p> <p>Notice and discuss similarities and differences between Italian and English, using metalanguage</p>	<p>Apply linguistic features of spoken Italian to interact with enhanced fluency</p> <p>Select and use a range of linguistic features of Italian to respond to and create texts</p> <p>Discuss similarities and differences between Italian and English, using metalanguage</p>	<p>Apply a range of linguistic features of spoken Italian to further extend fluency</p> <p>Select and use an extended range of linguistic features of Italian to enhance meaning when responding to and creating texts</p> <p>Reflect on and discuss the use of linguistic features in Italian texts, using metalanguage</p>

Sub-strand: Language variation and change

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Examine linguistic features in texts to develop an understanding that languages vary according to elements, such as register</p> <p>Understand that Italian, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Recognise 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</p>	<p>Examine linguistic features in texts to understand that Italian, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Understand the dynamic nature of Italian, and how it influences and is influenced by other languages and cultures</p>	<p>Analyse how Italian is used in varying ways to achieve different purposes</p> <p>Understand that language has power and changes over time as a result of influences, such as contact with other languages, globalisation and new technologies and knowledge</p>	<p>Analyse how Italian is used in varying ways to achieve different purposes, and changes over time and place</p> <p>Understand that language has power and changes over time as a result of contact with other languages and with influences, such as globalisation and new technologies and knowledge</p>
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Role of language and culture

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Explore the relationship between language and culture	Explore the relationship between language and significant cultural values or practices in Italian, English and other languages	Explore the ways in which language and culture are used to establish relationships, indicate social values and enhance intercultural exchange	Explore the nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs
Australian Curriculum v9	Recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values		Reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating	
Proposed WA Curriculum	Begin to explore how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Recognise how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating