

# Italian

LEVEL 2		15 TCE CREDIT POINTS
COURSE CODE	ITN215123	
COURSE SPAN	2023 — 2025	
READING AND WRITING STANDARD	NO	
MATHEMATICS STANDARD	NO	
COMPUTERS AND INTERNET STANDARD	NO	

This course is current for 2024.

## Italian Level 2 enables learners to communicate in basic Italian and develop an understanding of Italian language and culture

They will make comparisons between their own lives and those of Italian-speaking teenagers. Learners will learn to use basic vocabulary and structures to read, write, speak, view and listen to Italian. They will be able to talk about themselves, their family, friends, daily routine, school life, part-time employment, the media, travel, past experiences and their plans for the future. They will work individually, in pairs and small groups and will have the opportunity to investigate aspects of Italian culture. Learners will explore personal, community and global perspectives and build the skills to make social, cultural and economic contributions using their knowledge of the Italian language and interest in Italian-speaking communities.

## Focus Area

### Discipline-based study

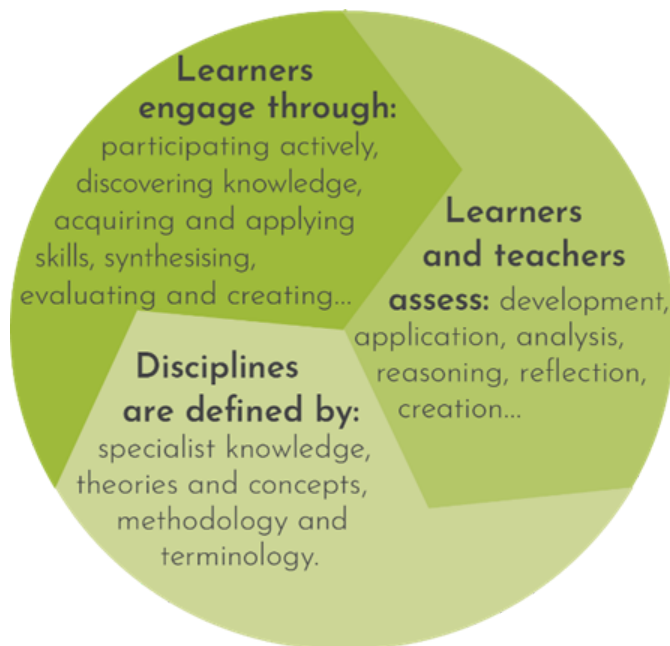
Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based study, Transdisciplinary projects, Professional studies, Work-based learning and Personal futures.

*Italian Level 2* is a Discipline-based study course.

Discipline-based study includes content, core concepts and big ideas; enabling deep knowledge and understanding of the content and the application of what is learned. Learners consider accepted key disciplinary knowledge, apply distinctive ways of thinking and become increasingly independent learners. They use methodologies specific to the discipline to explore and strengthen their understanding of key concepts and develop deep knowledge, skills and understanding.

Discipline-based study courses have three key features that guide teaching and learning:

- specialist knowledge
- theories and concepts and
- methodology and terminology.



In this course learners will do this by:

- using the three module concepts of identity, responsibility and legacy to learn vocabulary and structures for reading, writing, speaking, viewing and listening to Italian language: specialist knowledge
- applying grammar structures to convey meaning in spoken and written language: theories
- exploring aspects of culture through the concepts for each module and reflecting on similarities and differences between their own cultures and that of Italian-speaking countries and regions: concepts
- building strategies for learning a language so that they become independent learners: methodology
- using appropriate terms to discuss their own language and the Italian language: terminology.

## Rationale

*Italian Level 2* enables personal empowerment and intercultural understanding. It allows learners to develop the ability to communicate in an additional language and provides them with opportunities to reflect on their own first language, culture and heritage. Learning Italian extends Tasmanian learners' intercultural competence and to develop knowledge, skills and understandings that will allow them to function successfully in the ever-changing world of the 21st century. The study of Italian promotes and contributes to a socially cohesive society that values, respects and appreciates different points of view. It encourages a better understanding and acceptance of cultural, social, linguistic and religious diversity in Tasmania, in the wider Australian community and globally.

The course provides access to *Italian Level 3* and also gives learners the opportunity to develop metacognitive and metalinguistic skills. The significant shared origins of Italian and English can help Tasmanian learners improve their literacy skills. The skills learned in Italian can also be transferred to all other languages offered as part of Years 9 to 12 Education.

Learners who are able to communicate in Italian and engage with Italian culture will be able to contribute to Tasmanian society and the economy through such areas as business, foreign affairs and sector-specific European Union trade. Italian language and culture will be a significant benefit for Tasmanian learners of the arts, industrial design, textiles and fashion design in coming decades. These skills will provide learners with a range of opportunities for personal, vocational and professional growth.

The purpose of [Years 9 to 12 Education](#) is to enable all learners to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables personal empowerment, cultural transmission, preparation for citizenship and preparation for work.

This course is built on the principles of access, agency, excellence, balance, support and achievement as part of a range of programs that enables learners to access a diverse and flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

## Learning Outcomes

On successful completion of this course, learners will be able to:

1. listen and respond to spoken texts presented in basic Italian
2. communicate in basic spoken Italian to exchange information, opinions, ideas and experiences
3. read and respond to written texts presented in basic Italian
4. communicate in basic written Italian to express information, opinions, ideas and experiences
5. use learning and management strategies
6. use language to express ideas related to self, family and friends and other concepts related to identity
7. use language to express ideas related to daily life, community, education and work and other concepts related to responsibility
8. use language to express ideas related to personal, community and global perspectives on culture and other concepts related to legacy

## Pathways

Pathways in: The *Italian* Level 2 course provides an entry point to learning Italian and also enables learning continuity for learners who have limited or inconsistent prior learning experiences from Australian Curriculum: Italian.

Pathways out: The *Italian* Level 2 course provides a pathway to the proposed *Italian* Level 3 course.

## Integration of General Capabilities and Cross-curriculum Priorities

The general capabilities addressed specifically in this course are:

- Intercultural understanding
- Literacy

## Course Size And Complexity

This course has a complexity level of 2.

For a full description of courses at a complexity level of 2 please refer to the: [Levels of Complexity - Tasmanian Senior Secondary Education](#) document.

This course has a size value of 15. Upon successful completion of this course (i.e., a Preliminary Achievement (PA) award or higher), a learner will gain 15 credit points at Level 2 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

## Course Structure

This course consists of three 50-hour modules.

Module 1: Identity

Module 2: Responsibility

Module 3: Legacy

## Course Delivery

The three modules must be delivered in order: 1, 2, 3.

## Course Requirements

### Access

No prior knowledge of Italian is required for participation in this course. Access to the course is restricted to learners for whom Italian is an additional language.

### Resource requirements

There are no resource requirements for this course.

## Course Content: Module 1

### Module 1 - Identity

Learners will develop foundational communication skills in the Italian language. In module 1, they will focus on speaking, listening, reading and writing skills related to identity. Identity relates to concepts in the student's world that include:

- a sense of self, personal values, opinions, ideas, aspirations and relationships with others
- individuality and group affiliation in the community
- global perspectives of Australian and Italian society.

Learners will:

- use the topics of self, family relationships and friendship to explore the concept of identity.
- share personal, community and global perspectives of identity by exploring Italian language and culture.

See Appendix 6: Language for all relevant language structures for this module.

### Module 1 learning outcomes

On successful completion of this module, learners will be able to:

1. listen and respond to spoken texts presented in basic Italian
2. communicate in basic spoken Italian to exchange information, opinions, ideas and experiences
3. read and respond to written texts presented in basic Italian
4. communicate in basic written Italian to express information, opinions, ideas and experiences
5. use learning and management strategies
6. use language to express ideas related to self, family and friends and other concepts related to identity.

### Module 1 content

Learners will work with vocabulary and structures that allow them to explore:

- topics related to their personal world, their family and friends
- the personal world of their peers in Italian speaking communities
- the similarities and differences in the way different languages are structured
- how culture plays an integral role when communicating in another language.

Learners will:

- reflect on their own and others' cultural and linguistic identity
- interact with others and communicate about themselves in culturally and linguistically appropriate ways.

be supported to understand the:

- communication needed
- understand culturally appropriate titles and forms of address
- use of specific language show respect in interpersonal communications.

Learners will develop knowledge, skills and understanding through:

- using spoken, written and visual texts
- role play
- opportunities to engage with other speakers of Italian.

### Key knowledge:

- appropriate terms for family members
- adjectives for personal descriptions
- first, second and third person singular possessive constructions
- present tense of relevant verb constructions: common irregular constructions as vocabulary items as necessary
- negative construction of relevant present tense forms
- formulaic expressions as vocabulary items
- culturally relevant language and structures.

### Key skills:

- describe themselves: name, age, where they live, describe personality, personal details etc
- use elements of the language to communicate with and about their friends
- inquire about such information
- analyse, understand and respond to such information
- explain information about their peers in Italian-speaking cultures, especially name, age, where they live, personality, appearance
- enquire about aspects of peers' personal lives, family and friends
- use elements of the language to demonstrate their understanding of the role of culture in shaping Italian language.

### Module 1 work requirements

This module includes the following work requirements:

- a folio comprised of 1 part:
  - short response: Listen and speak

See Appendix 3 for the full specifications of the work requirements of this course.

### Module 1 assessment

This module has a focus on criteria 1, 2, 5 and 6.



## Course Content: Module 2

### Module 2 - Responsibility

Learners will continue to develop foundational communication skills in the Italian language. In module 2, they will develop speaking, listening, reading and writing skills related to responsibility. Responsibility relates to concepts that include:

- how people manage social responsibilities and influence decisions that affect individuals or groups such as:
  - family and community responsibilities
  - education commitments
  - obligations as a part-time employee
- home life and daily routine
- community

Learners will:

- share personal, community and global perspectives of responsibility
- compare perspectives for themselves and their peers in Italian-speaking cultures
- explore Italian language and culture.

See Appendix 6: Language for all relevant language structures for this module.

### Module 2 learning outcomes

The following learning outcomes are a focus of this module:

1. listen and respond to spoken texts presented in basic Italian
2. communicate in basic spoken Italian to exchange information, opinions, ideas and experiences
3. read and respond to written texts presented in basic Italian
4. communicate in basic written Italian to express information, opinions, ideas and experiences
5. use learning and management strategies
7. use language to express ideas related to daily life, communication, education and work and other concepts related to responsibility.

### Module 2 content

Learners will develop Italian language related to daily life, community, education and work. They will:

- apply cultural, linguistic and social knowledge and skills in appropriate ways
- understand the role of culture when communicating in another language
- explore and compare how:
  - family, community and school roles and expectations differ between cultures
  - cultural influences shape the value placed on education in different cultures
  - expectations and obligations around employment may differ between cultures.

Module 2 assumes a knowledge of the language identified in Module 1. Learners will further develop knowledge, skills and understandings through:

- using spoken, written and visual texts
- role play
- opportunities, where possible, to engage with other speakers of Italian

### Key knowledge:

- vocabulary for family activities, including daily routine, roles and responsibilities
- vocabulary and phrases to talk about the local community
- vocabulary and phrases to talk about school and learning
- vocabulary and phrases to talk about part-time employment
- comparative structures
- present tense of relevant verb constructions: relevant irregular constructions as vocabulary items as necessary
- formulaic expressions as vocabulary items.

### Key skills:

- describe duties within the family
- describe routine considerations of daily life, including food and weather
- describe their physical community and their engagement in the community
- explain responsibilities at school, attitudes to aspects of education and learning etc
- describe and use language about part-time employment
- inquire about such information
- make comparisons about family activities, daily routine, school and part-time employment
- inquire about and share information about their peers in Italian-speaking communities, especially duties and roles within the family, education, the community, part-time employment
- analyse and respond to information about family, daily life, education and part-time employment.

### Module 2 work requirements

This module includes the following work requirements:

- a folio comprised of 2 parts:
  - short response: Read and write
  - short response: Language and culture

See Appendix 3 for the full specifications of the work requirements of this course.

### Module 2 assessment

This module has a focus on criteria 3, 4, 5 and 7.



## Course Content: Module 3

### Module 3 - Legacy

Learners will continue to develop and consolidate foundational communication skills in the Italian language. In module 3, they will develop speaking, listening, reading and writing skills related to legacy. Legacy relates to concepts that include:

- how people and events influence change
- how individuals and communities respond to opportunities and challenges
- contributions, achievements and influence of Italian-speaking individuals or groups in society.

Learners will:

- explore legacy through topics including:
  - leisure time
  - the Arts
  - entertainment and media
  - sport
  - travel
- understand personal, community and global perspectives of legacy
- work with vocabulary and structures to explore topics related to past and future experiences and events
- develop knowledge and skills to share their thoughts on topics related to legacy.

See Appendix 6: Language for all relevant language structures for this module.

### Module 3 learning outcomes

The following learning outcomes are a focus of this module:

1. listen and respond to spoken texts presented in basic Italian
2. communicate in basic spoken Italian to exchange information, opinions, ideas and experiences
3. read and respond to written texts presented in basic Italian
4. communicate in basic written Italian to express information, opinions, ideas and experiences
5. use learning and management strategies
8. use language to express ideas related to personal, community and global perspectives on culture and other concepts related to legacy.

### Module 3 content

Learners will develop Italian language related to personal, community and global perspectives. They will:

- apply cultural, linguistic and ethical knowledge and skills in appropriate ways
- understand the role of culture when communicating in another language
- explore and compare how:
  - languages have similarities and differences in the way they are structured
  - different languages and cultures express the notion of time and ordering of events in different ways
  - different languages have formal mechanisms for seeking and giving opinions
  - the role and type of leisure varies across cultures
  - **culture influences the arts, entertainment and media and the role they play in their peer's lives**
  - attitudes around travel vary between cultures

Module 3 assumes a knowledge of the vocabulary and language structures identified in Modules 1 and 2. Learners will consolidate and further develop knowledge, skills and understandings through:

- using spoken, written and visual texts
- role play
- opportunities, where possible, to engage with other speakers of Italian.

### Key knowledge:

- structures to talk about themselves and other people, places and events in the past
- structures to talk about themselves and other people, places and events in the future
- structures to enquire about and express opinions
- structures to make comparisons
- structures to facilitate the formation of complex sentences; for example, conjunctions
- formulaic expressions as vocabulary items.

### Key skills:

- discuss leisure time activities such as sports and hobbies, options, commitments, conditions, comparisons
- enquire about others' leisure time activities
- convey information about travel and transport and make plans for travelling
- discuss entertainment, media and the arts, expressing likes/dislikes, preferences and opinions
- enquire about others' views of entertainment, media and the arts
- enquire about and share information about leisure time, entertainment, travel and transport for their peers in Italian-speaking communities
- analyse and respond to information about leisure time activities, entertainment, media and the arts, sports and hobbies, travel and transport.

### Module 3 work requirements

This module includes the following work requirement:

- one folio comprised of 3 parts:
  - short response: Listen and speak
  - short response: Read and write
  - short response: Language and culture

See Appendix 3 for the full specifications of the work requirements of this course.



### Module 3 assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 8.

### Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate endpoint of study. Although assessment as part of the learning program is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect endpoint achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

### Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by individual learners
- community confidence in the integrity and meaning of the qualification.

### Process

TASC will verify that the provider's course delivery and assessment meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- Provider standard 1: scope and sequence documentation:
  - course delivery plan
  - course assessment plan; assessment matrix
- Provider standard 2: student attendance records
- Provider standard 3: examples of assessments tools and instruments and associated rubrics and marking guides
- Provider standard 1 and 3: examples of student work including that related to any work requirements articulated in the course document
- Provider standard 4: class records of assessment.

This process will be scheduled by TASC using a risk-based approach.

### Criteria

The assessment for *Italian Level 2* will be based on the degree to which the learner can:

1. listen and respond to basic spoken Italian
2. communicate in basic spoken Italian
3. read and respond to basic written Italian
4. communicate in basic written Italian
5. use learning and management strategies
6. use language to express ideas related to self, family and friends
7. use language to express ideas related to daily life, community, education and work
8. use language to express ideas related to personal, community and global perspectives on culture

	Module 1	Module 2	Module 3
Criteria focus	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5, 8

## Standards

### Criterion 1: listen and respond to basic spoken Italian

Based on the language and structures in this Level 2 course, the learner listens to basic spoken Italian and:

Standard Element	Rating A	Rating B	Rating C
E01 - General ideas in spoken Italian†	accurately identifies and appropriately responds to ideas on a range of familiar topics	identifies and responds to a range of general ideas on a range of familiar topics	identifies and responds to a limited range of general ideas on a given range of familiar topics
E02 - Specific details in spoken Italian†	identifies and appropriately responds to a relevant range of specific details.	identifies and responds to specific details.	identifies and responds to given specific details.

† Spoken Italian may include, but is not limited to single speakers, conversations, computer-generated voice, recordings, live production.

### Criterion 2: communicate in basic spoken Italian

Based on the language and structures in this Level 2 course, the learner communicates in basic spoken Italian and:

Standard Element	Rating A	Rating B	Rating C
E01 - Range of structures	uses a range of simple and complex structures in speaking about familiar topics	uses a range of simple structures in speaking about familiar topics	uses given simple structures in speaking about familiar topics
E02 - Accuracy of structures	uses simple structures with accuracy and demonstrates variable accuracy if using more complex structures	uses simple structures with limited accuracy	uses a given range of vocabulary and repeats simple structures in speaking about familiar topics as directed
E03 - Fluency of responses	responds spontaneously, effectively and cohesively on a relevant range of familiar topics, may respond with occasional hesitation when using less familiar topics	responds cohesively when using familiar, pre-learned structures, may hesitate when using less familiar language and topics	responds with frequent hesitation, may require assistance† from the interlocutor to respond

† Assistance may include but is not limited to the learner asking for repetition or translation, asking is something correct, gesturing to convey information, pointing to provide additional information.

### Criterion 3: read and respond to basic written Italian

Based on the language and structures in this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
E01 - General ideas in written Italian†	accurately identifies and appropriately responds to general ideas on a range of familiar topics	identifies and responds to a range of general ideas on a range of familiar topics	identifies and responds to a limited range of general ideas on a given range of familiar topics
E02 - Specific details in written Italian†	identifies and appropriately responds to a range of specific details.	identifies and responds to specific details.	identifies and responds to given specific details.

† Written Italian may include, but is not limited to printed, handwritten, online, personal, public, mass communications.

### Criterion 4: communicate in basic written Italian

Based on the language and structures in this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
E01 - Range of structures	uses a range of simple and complex structures when communicating about familiar topics	uses a range of simple structures and some complex structures when communicating about familiar topics	uses a given range of simple structures when communicating about familiar topics
E02 - Accuracy of structures	uses simple structures with accuracy. Accuracy is variable when more complex structures are used	uses simple structures with limited accuracy	repeats simple structures in speaking about familiar topics as directed
E03 - Orthography	uses correct spelling, including accents for high-frequency and less frequent used words. Punctuation is used correctly to enhance meaning.	uses correct spelling, including accents for high-frequency words and punctuation is correct: errors do not impede meaning	uses correct spelling, including accents, for high-frequency words and phrases and basic punctuation is correct: errors in spelling may impede meaning
E04 - Context, purpose and audience	creates a detailed response that is relevant to context, purpose and audience.	creates a response that is relevant to context, purpose or audience.	creates a response that has limited relevance to context, purpose or audience.

### Criterion 5: use learning and management strategies

Based on the language and structures in this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
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E01 - Analysis of Italian texts	explains (in English) a range of similarities and differences in information and ideas from texts in Italian	describes (in English) similarities and differences in information and ideas from texts in Italian	identifies (in English) limited similarities and differences in information and ideas from texts in Italian
E02 - Self management	uses a relevant range of strategies to manage and complete tasks within agreed timeframes	uses a range of strategies to manage and complete aspects of tasks within agreed timeframes	uses a given range of strategies to manage tasks as directed
E03 - Differentiating the work of others and referencing	differentiates the work of others from the learner's own†. Uses referencing conventions and methodologies accurately‡.	differentiates the work of others from the learner's own†. Uses provided referencing conventions and methodologies accurately‡.	identifies the work of others as directed†. Uses referencing conventions and methodologies‡ as directed. There may be minor errors or inconsistencies.

† This includes, but is not limited to, ideas, images, information, data or words.

‡ This may include the creation of reference lists and bibliographies.

## Criterion 6: use language to express ideas related to self, family and friends

Based on the language and structures in Module 1 of this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
E01 - Applies language for identity†	selects and uses appropriate Italian vocabulary and expressions when speaking or writing to discuss self, family and friends	uses Italian vocabulary and expressions when speaking or writing to discuss self, family and friends	uses given Italian vocabulary and expressions when speaking or writing to discuss self, family and friends
E02 - Translates language for identity†	identifies and explains (in English) vocabulary and expressions used related to self, family and friends when reading or listening in Italian.	identifies and describes (in English) vocabulary and expressions used related to self, family and friends when reading or listening in Italian.	identifies (in English) vocabulary and expressions used related to self, family and friends when reading or listening in Italian.
E03 - Intercultural understanding for identity†	explains a range of relevant cultural ideas and information (in English) when comparing for identity for Italian and Australian language culture and traditions.	describes a range of cultural ideas and information (in English) when comparing for identity in Italian and Australian language, culture and traditions.	identifies cultural ideas and information (in English) when comparing for identity in Italian and Australian language, culture and traditions.

† identity includes concepts related to self, family and friends

## Criterion 7: use language to express ideas related to daily life, community, education and work

Based on the language and structures in Module 2 of this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
E01 - Applies language for responsibility†	selects and uses appropriate Italian vocabulary and expressions when speaking or writing to discuss daily life, community, education and work	uses Italian vocabulary and expressions when speaking or writing to discuss daily life, community, education and work	uses given Italian vocabulary and expressions when speaking or writing to discuss daily life, community, education and work
E02 - Translates language for responsibility†	identifies and explains (in English) vocabulary and expressions used related to daily life, community, education and work when reading or listening in Italian.	identifies and describes (in English) vocabulary and expressions used related to daily life, community, education and work when reading or listening in Italian.	identifies (in English) vocabulary and expressions used related to daily life, community, education and work when reading or listening in Italian.
E03 - Intercultural understanding for responsibility†	explains a range of relevant cultural ideas and information (in English) when comparing for responsibility in Italian and Australian language, culture and traditions.	describes a range of cultural ideas and information (in English) when comparing for responsibility in Italian and Australian language, culture and traditions.	identifies cultural ideas and information (in English) when comparing for responsibility in Italian and Australian language, culture and traditions.

† responsibility includes concepts related to daily life, community, education and work

## Criterion 8: use language to express ideas related to personal, community and global perspectives on culture

Based on the language and structures in Module 3 of this Level 2 course, the learner:

Standard Element	Rating A	Rating B	Rating C
E01 - Applies language for legacy†	selects and uses appropriate Italian vocabulary and expressions when speaking or writing to discuss personal, community and global perspectives on culture	uses Italian vocabulary and expressions when speaking or writing to discuss personal, community and global perspectives on culture	uses given Italian vocabulary and expressions when speaking or writing to discuss personal, community and global perspectives on culture
E02 - Translates language for legacy†	identifies and explains (in English) vocabulary and expressions used related to personal, community and global perspectives on culture when reading or listening in Italian.	identifies and describes (in English) vocabulary and expressions used related to personal, community and global perspectives on culture when reading or listening in Italian.	identifies (in English) vocabulary and expressions used related to personal, community and global perspectives on culture when reading or listening in Italian.
E03 - Intercultural understanding for legacy†	explains a range of relevant cultural ideas and information (in English) when comparing legacy in Italian and Australian language, culture and traditions.	describes a range of cultural ideas and information (in English) when comparing legacy in Italian and Australian language, culture and traditions.	identifies (in English) vocabulary and expressions used related to personal, community and global perspectives on culture when reading or listening in Italian

† legacy includes concepts related to personal, community and global perspectives on culture

## Qualifications Available

*Italian* Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

## Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from eight ratings.

The minimum requirements for an award in *Italian* Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

6 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 4 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

4 'C' ratings

A learner who otherwise achieves the rating for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

## Course Evaluation

Years 9-12 Learning will develop and regularly review and revise the curriculum. Course evaluation is informed by the experience of the course's implementation, delivery and assessment. More information about course evaluation can be found on the [Years 11 and 12 website](#).

## Course Developer

This course has been developed by the Department of Education's Years 9-12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

## Accreditation

Accredited on 8 December 2021 for use from 1 January 2023 to 31 December 2027.

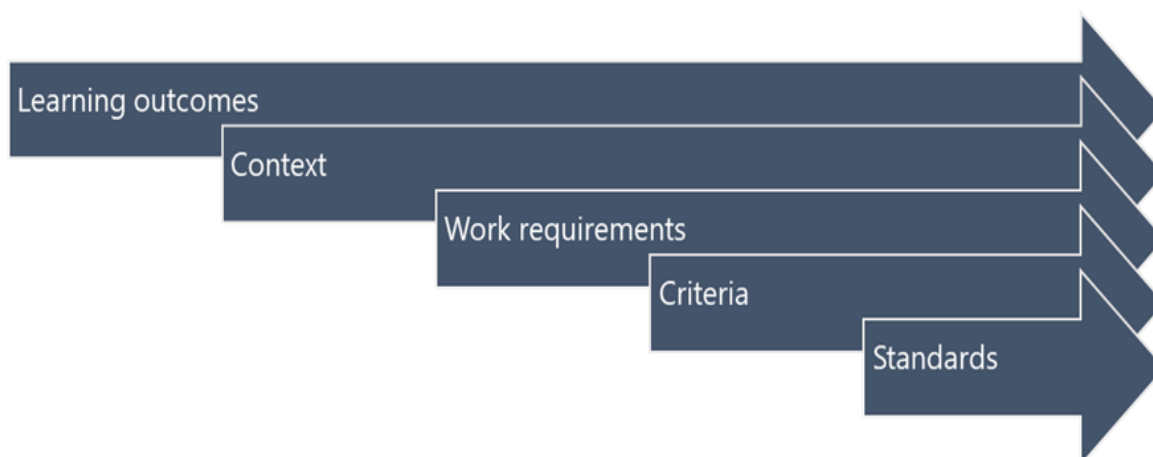
## Version History

### Version 1

Accredited on 8 December 2021 for use from 1 January 2023 to 31 December 2027. This course replaced *Italian - Foundation* Level 2 (ITN215114) which expired on 31 December 2022.

## Appendix 1 – Line of sight

### Line of sight



Learning outcomes	Course content: modules	Work requirements: module	Criteria	General capabilities
1. listen and respond to spoken texts presented in basic Italian	1, 2, 3	1, 3	1	Literacy; Intercultural understanding
2. communicate in basic spoken Italian to exchange information, opinions, ideas and experiences	1, 2, 3	1, 3	2	Literacy; Intercultural understanding
3. read and respond to written texts presented in basic Italian	1, 2, 3	2, 3	3	Literacy; Intercultural understanding
4. communicate in basic written Italian to express information, opinions, ideas and experiences	1, 2, 3	2, 3	4	Literacy; Intercultural understanding
5. use learning and management strategies	1, 2, 3	1, 2, 3	5	Literacy; Intercultural understanding
6. use language to express ideas related to self, family and friends and other concepts related to identity	1	1	6	Literacy; Intercultural understanding
7. use language to express ideas related to self, family and friends and other concepts related to responsibility	2	2	7	Literacy; Intercultural understanding
8. use language to express ideas related to self, family and friends and other concepts related to legacy	3	3	8	Literacy; Intercultural understanding

## Appendix 2 – Alignment to curriculum frameworks

### Alignment to curriculum frameworks

*Italian* Level 2 draws on the following aspects of the Combined Curriculum and Assessment Framework for Languages (CCAFL) 2021:

- Concepts: identity, responsibility, legacy (topics developed from these concepts to meet the needs of the Tasmanian beginning language student)
- Perspectives: personal, community, global
- Course objectives: interact in Italian<sup>†</sup>, analyse Italian, create meaning in Italian
- Knowledge and skills to be assessed: reading, writing, speaking, viewing and listening to Italian
- Content: learning Italian, using Italian and mediating between Italian-speaking communities and Australian cultural contexts
- The interrelationship between language and culture and the importance of the link between culture and effective communication
- The development of the capacity for ongoing reflection about languages and cultures, including the learner's own and those of others
- The development of an understanding of language as a system and reflection on how language is used in different contexts and may vary between different individuals and groups.

<sup>†</sup> The use of Italian is taken directly from the CCAFL. It is a national framework which does not refer to individual languages. Where these aspects of the alignment appear elsewhere in the body of this course document, they have been identified in relation to the relevant language: Italian.

## Appendix 3 – Work requirements

### Module 1 work requirements specifications

#### Work requirement 1 of 1

**Title of work requirement:** Identity – personal, community and global perspectives of the individual folio

**Mode or format:** folio

**Description:** The folio will include evidence collected over the course of the module. It will be based on concepts of identity as provided or negotiated with the teacher.

The folio will contain 1 part:

- **Part 1: Listen and speak:** the teacher has a conversation in Italian with the learner about themselves, their family and friends. The learner will:
  - respond in Italian to a series of short questions spoken Italian by the teacher
  - provide supporting evidence of either a recording of the conversation or a written summary of the questions and responses in English and/or Italian.

Note: The teacher may vary questions as appropriate for individual learners.

**Size:**

- Part 1: Listen and Speak - approximately 10 short responses with supporting evidence

**Timing:** as this is a folio, individual components can be done at different times.

**Focus criteria:** 1, 2, 5 and 6

### Module 2 work requirements specifications

#### Work requirement 1 of 1

**Title of work requirement:** Responsibility – daily life, community, education or part-time employment folio

**Mode or format:** folio

**Description:** The folio will include evidence collected over the course of the module. It will be based on concepts of responsibility as provided or negotiated with the teacher.

The folio will contain 2 parts:

- **Part 1: Read and write:** writing a short response in Italian to a stimulus in Italian. The stimulus may be in any mode. Teachers may wish to provide a guiding question for learners to respond to. The learner will:
  - provide a short description in English of the stimulus
  - create a response to the stimulus of 60-80 words in Italian
  - possible extension: find a different stimulus on the same topic in any mode, and provide a short comparison, in English, between the two.
- **Part 2: Language and Culture:** a written response to explore similarities and differences in language and culture. The learner will:
  - provide a response, in English, to compare aspects of Australian and Italian culture related to daily life, community, education or part-time employment

**Size:**

- Part 1: Read and write - a short response in English and 60-80 words in Italian
- Part 2: Language and culture - approximately 250-500 words (or equivalent if multimodal) in English and relevant examples in Italian

**Timing:** as this is a folio, individual components can be done at different times.

**Focus criterion:** 3, 4, 5 and 7

### Module 3 work requirements specifications

#### Work requirement 1 of 1

**Title of work requirement:** Legacy – personal, community and global perspectives folio

**Mode or format:** folio

**Description:**

The folio will include evidence collected over the course of the module. It will be based on concepts of legacy as provided or negotiated with the teacher.

*Note: Teachers may wish to incorporate other content from modules 1 and 2 (criteria 6 and 7) into this task design as a culminating course activity. There may also be an opportunity to polish and refine earlier work to submit with this folio.*

The folio will contain 3 parts:

- **Part 1: Listen and Speak** - the teacher has a conversation in Italian with the learner about themselves, their family and friends. The learner will:
  - respond in Italian to a series of short questions spoken Italian by the teacher
  - provide supporting evidence of either a recording of the conversation or a written summary of the questions and responses in English and/or Italian.

Note: The teacher may vary questions as appropriate for individual learners.

- **Part 2: Read and write** - writing a short response in Italian to a stimulus in Italian. The stimulus may be in any mode.
  - Teachers may wish to provide a guiding question for learners to respond to. The learner will:
    - provide a short description in English of the stimulus
    - create a response to the stimulus of 60-100 words in Italian
    - possible extension: find a different stimulus on the same topic in any mode, and provide a short comparison, in English, between the two.

- **Part 3: Language and Culture** - a written response to explore similarities and differences in language and culture. The learner will:
  - Review, extend and refine the response provided for language and culture in Module 2, Work requirement 1 of 1. This will enable learners to add in any new concepts and demonstrate deeper understanding.
  - Create a response that reflects their latest understanding of:
    - how aspects of Australian and Italian culture related to daily life, community, education or part-time employment compare

**Size:**

- **Part 1: Listen and speak** - approximately 10 short responses
- **Part 2: Read and write** - a short response in English and 60-100 words in Italian
- **Part 3: Language and culture** - approximately 250-500 words in English (or equivalent if multimodal) and relevant examples in Italian

**Timing:** as this is a folio, individual components can be done at different times.

**Focus criteria:** 1, 2, 3, 4, 5 and 8

#### Appendix 4 – General capabilities and cross-curriculum priorities

##### General capabilities and cross-curriculum priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration* (December 2019).

##### General capabilities:

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

##### Cross-curriculum priorities:

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability



## Appendix 5 – Glossary

### Glossary

#### analyse

Dissect to ascertain and examine constituent parts and their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences.

#### Australian Curriculum, Assessment and Reporting Authority (ACARA)

Under the ACARA Act, ACARA's functions include: developing and administer a national school curriculum; developing and administering national assessments; collecting, managing and analysing student assessment data and other data relating to schools and comparative school performance; facilitating information sharing arrangements between Australian government bodies in relation to school data; and publishing information relating to school education, including information relating to comparative school performance.

#### audience

The audience is the intended group of readers, listeners or viewers for the task.

#### authentic

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practise.

#### Combined Curriculum and Assessment Framework for Languages (CCAFL)

The CCAFL Framework (2021) provides the structure and elements that will be common to all Australian CCAFL Languages developed for students who have typically already studied the language for approximately 200 hours. It represents the foundation for the development of language-specific materials and state-based curriculum and assessment for these CCAFL Languages

#### complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.

#### complex or structure

(A grammar structure that is) compound, composite, characterised by an involved combination of parts: He has eaten his cake already.

#### context

A real, simulated, or imaginary situation. Knowledge of the language as a system and the relationship between language and culture will inform the language used in any given context.

#### create meaning in Italian

Creating meaning in Italian refers to any language that students generate themselves in spoken, visual or written form. When creating meaning in Italian, students present information, experiences, opinions and ideas through a range of interactions, text types, styles of writing and media. Creating meaning in Italian is not limited to particular contexts, purposes or audiences, and includes language for all student products.

#### culture

Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experiences
- make assumptions about self and others
- understand and represent individual and community identity.

Culture involves understandings about norms and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

Concept that influences all interaction, analysis and creation in the language learned in this course.

#### cultural conventions

Common set of norms and established standards shared by members of a group, to which each person is expected to conform.

#### cultural values

Common set of beliefs and principles shared by a group.

#### digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

#### familiar

Well-acquainted; thoroughly conversant with; well-known from long or close association; often encountered or experienced; common; of materials, texts, skills or circumstances, having been the focus of learning experiences or previously encountered in prior learning activities.

#### formulaic language

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, Ho diciasette anni. Come stai?

**Identity**

Topics related to the student's personal world, for example, a sense of self, personal values, opinions, ideas, aspirations and relationships with others, individuality and group affiliation as well as aspects of Australian and target language society.

**insightful**

Showing a clear and usually original understanding of a complicated problem or situation.

**intercultural competence**

Is the ability to think, behave and create meaning to communicate effectively with people across cultures.

**language systems**

Elements that organise how a language works, including the systems of signs and rules such as phonological, syntactic, semantic and pragmatic that underpin language use. These systems have to be internalised for effective communication and comprehension.

**Legacy**

Consideration of how people and events influence change, and how people respond to opportunities and challenges; contributions, achievements and Influence of target-language speaking individuals or groups in society.

**metalanguage**

A vocabulary used to discuss language conventions and use; for example, language used to talk about grammatical terms such as sentence, clause, conjunction; or about the social and cultural nature of language, such as face, reciprocating, register.

**mediate between languages**

To move between different linguistic and cultural systems, referencing own first languages and cultures while learning to use and to understand those of the target language.

**multimodal text**

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

**purpose**

The reason for undertaking the task and the aims for communication in a particular context.

**Responsibility**

How people manage social responsibilities and influence decisions that affect individuals or groups within society.

## Appendix 6 - Language

### Language

#### Module 1 - Identity

##### Vocabulary

- animals
- numbers
- colours
- body parts as appropriate, e.g. hair, eyes
- family
- friends
- days of the week
- date
- greetings, leave-taking

##### Language structures:

Category	Sub-category	Examples
pronouns	personal /subject	io, tu, lui, lei, esso/essa, noi, voi, loro
articles	definite singular / plural	il, la, lo, l' / I, le, gli,
	indefinite	un, una, uno
	partitive	del, della, dell', dei, delle, degli
nouns	singular	basic rules (-o, -a and common exceptions)
	plural	basic rules for plural forms (-i, -e and common exceptions)
numbers	cardinal	1-100
	ordinal	primo, secondo etc
	dates	il primo maggio, il due maggio etc
verbs	present tense (regular)	-are, -ere, -ire common forms  preferire (preferisco as a vocabulary item)
	present tense (irregular)	andare, essere, avere, dire
	negation	non...,
interrogatives	question words	che, dove, come
	alternative strategies	non è vero ? rising tone
adjectives	regular form, position and agreement	un gatto nero, una macchina rossa
	common irregular forms	bello, buono
	common adj that precede nouns	bello, nuovo, piccolo, vecchio, caro, cattivo, giovane, grande, lungo,
	possessive adjectives	regular use: la mia macchina, i miei amici, I suoi amici etc  omission before family members: mia mamma, mio padre... etc
prepositions	common, simple	a, di (d'), da
conjunctions	common, simple	e, ma
formulaic language	forms of address (formal and informal)	Signor / signora  invitation / suggestion

## Module 2 - Responsibility

### Vocabulary

- time including the 24-hour clock
- school, school subjects and school items
- daily routine
- part-time employment
- means of transport.
- Seasons and common weather expressions
- food
- places around the local community

### Language structures:

Category	Sub-category	Examples
prepositions	with the definite article	al, alla, ai, alle, agli, di+la; di+lo
	adverbial	sopra, sotto, lontano da, vicino a
verbs	present tense (stem change)	common stem change verbs (pulire, finire, capire)
	present tense (irregular)	mettere, vedere, bere, dire
	expressing like/dislike	mi piace imparare l' inglese
	modal	potere, dovere, volere
	reflexive	io mi alzo, io mi vesto
	negation	non...più, non...niente, non...mai
interrogatives	question words	quando, che tipo di...
adjectives	common simple	stesso, vero
	demonstrative	questo libro, quei libri etc,
	comparative	più di / meno di...(2 entities)  più che / meno che (2 details about one entity)
	superlative	Carlo è il più alto della mia famiglia. Roma è la città più interessante d' Italia.
adverbs	of time	già, non ancora
conjunctions	simple, common	dopo di che, poi, perché
formulaic language	telling the time	Sono qui da 3 ore.  Sono qui dalle 3 in punto.  Il treno arriva alle 3 in punto.
	knowing	sapere vs conoscere
	weather	Che tempo fa? Fa freddo oggi.

## Module 3 - Legacy

### Vocabulary

- names of regions, countries, cities

- sports and hobbies
- entertainment and media
- the arts
- places including city, countryside, mountains, sea, beach, etc)
- directions
- travel

**Language structures:**

Category	Sub-category	Examples
pronouns	relative	che, chi  La ragazza che canta è tedesca.  Chi cerca trova.
	direct object	lo, la, li, le
	indirect object*	mi, ti, gli, ci, vi and gli
prepositions	with countries and cities	Vado a Roma in Italia.
verbs	perfect tense	regular with avere
		common irregular with avere, e.g. ho visto
		regular with essere
		with essere for reflexive verbs(as vocabulary items)
	future	construction plus common irregular forms: essere, avere, fare, andare, stare, dare
	conditional <sup>†</sup>	only vorrei for active use
	subjunctive <sup>†</sup>	Io penso che+congiuntivo, io credo che+congiuntivo
conjunctions	simple, common	per colpa di, dopo di che
formulaic language	time	Ho giocato a calcio per 3 anni.

<sup>†</sup> incidental use for recognition

## Appendix 7 - Further guidance: text types, styles of writing and dictionary use

### Further guidance: text types, styles of writing and dictionary use

#### Text types

The following text types apply to all modules of Italian Level 2. Teachers will select text types for each module based on the knowledge, skills, experience and interests of learners. Learners will be expected to be able to use the text types listed below in assessment tasks.

- Blog post
- Email
- Invitation
- Journal diary entry
- Message/note
- Brochure
- Script of a speech
- Transcript of an interview
- Informal letter

#### Styles of writing

Teacher-developed tasks for Criterion 4 and Criterion 5:

- will include purpose, context, process, product and audience
- may be personal, informative, descriptive, either individually or in combination.

#### Dictionaries

Learners are encouraged to use monolingual and/or bilingual dictionaries. Use of dictionaries is part of a range of strategies that learners can apply in order to:

- learn to mediate between languages
- reflect on language use
- understand the context for language use
- understand language as a system
- understand the limitations of resources and technologies.

Successful use of dictionaries and translation technologies requires students to understand the characteristics of vocabulary in Italian<sup>†</sup> and how Italian is presented in reference texts. Effective dictionary use is a skill that assists students to develop critical thinking skills, strategies for accurately confirming meaning and creating interest to engage an audience. It is expected that teachers will help students to develop the necessary skills and confidence to use dictionaries effectively. (CCAFL 2021).

<sup>†</sup> The use of Italian is taken directly from the CCAFL. It is a national framework which does not refer to individual languages. Where these aspects of the alignment appear elsewhere in the body of this course document, they have been identified in relation to the relevant language: Italian.