Italian

LEVEL 3	15 TCE CREDIT POINTS
COURSE CODE	ITN315114
COURSE SPAN	2019 — 2025
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course is current for 2024.

The study of Italian contributes to the overall education of learners, particularly in the areas of communication, intercultural understanding and general knowledge

Through studying Italian, learners gain access to Italian-speaking communities in Italy and across the world, including Australia. The ability to communicate in Italian will (in conjunction with other skills acquired in the study of this course) provide learners with enhanced vocational opportunities and the possibility to apply Italian culture and language skills to work, further study, training or personal interests. This course builds on Italian - Foundation and provides a pathway to the study of Italian at university level.

Course Description

Learners will use Italian to communicate with others by:

- listening and responding to spoken Italian
- communicating in spoken Italian
- reading and responding to written Italian
- expressing ideas and information in written Italian.

This is done within a contextual framework of three prescribed themes:

1. The individual
2. Italian-speaking communities
3. The changing world.

These themes, and their topics and sub-topics, have been selected to enable learners to develop their understanding of how language and culture are inter-related.

The themes have a number of topics and sub-topics. The placement of the topics under themes is intended to provide a particular perspective for each of the topics. The sub-topics expand on the topics and guide the learner and teacher as to how the topics may be treated.

It is not expected that all themes and topics will require the same amount of study time. The length of time and depth devoted to each topic will vary according to the linguistic needs and interests of the learner.

The learner will negotiate **at least one** topic drawn from the themes and their topics/sub-topics for more detailed study.

Rationale

The study of Italian contributes to the overall education of learners, particularly in the areas of communication, cross-cultural understanding, and general knowledge. It provides access to the culture of Italian and Italian-speaking communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

The language to be studied and assessed is the modern standard or official version of Italian.

Learning Outcomes

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

1. use Italian to communicate with others by listening and responding to spoken Italian
2. use Italian to communicate with others by communicating in spoken Italian
3. use Italian to communicate with others by reading and responding to written Italian
4. use Italian to communicate with others by expressing ideas and information in written Italian
5. interpret Italian customs and traditions, and the cultural context in which Italian is used
6. critically reflect on their own culture through the study of Italian culture
7. use Italian as a language system
8. make connections between English and another language
9. apply negotiation, planning and organisational skills.

Access

This Level 3 course is designed for learners who have successfully completed Italian – Foundation Level 2 or its equivalent.

Pathways

Italian – Foundation Level 2 provides a pathway to this course.

This course provides a pathway to the study of Italian at tertiary level, and to various vocational education and training (VET) packages that include language components/units of competency.

Course Size And Complexity

This course has a complexity level of 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.

Course Content

1. The Individual

The theme 'The Individual' enables the learner to explore aspects of his or her own life, for example, sense of self, personal values, opinions, ideas and relationships with others. At the same time, this theme also enables the learner to study topics from the perspective of others.

TOPICS		
Personal World	**Education**	**Daily Life**
Sub-topics studied may include, but are not limited to: • personal identity (name, age, address, telephone number, date and place of birth, age, sex, marital status, nationality, origin, family character) • relationships (family, friends, occupations of parents) • house and home (type of accommodation, rooms, furniture, own room, services, amenities, region, common plants and animals) • personal health and welfare • personal opinions.	Sub-topics studied may include, but are not limited to: • school • personal aspirations/future career • courses/subjects • examinations.	Sub-topics studied may include, but are not limited to: • life at home • daily routine • hobbies and interests/sport • shopping and money facilities, foodstuffs, clothes and fashion, household articles, medicine, prices, weights and measures • food and drink • travel to and from places • holidays • invitations and appointments • services (postal, telephone, bank, police, hospital, garage, repairs, petrol station) • weather • emails, SMS.

2. Italian-Speaking Communities

The theme 'Italian-speaking Communities' explores topics from the perspective of Italian-speaking communities and encourages the learner to reflect on his or her own and other cultures.

TOPICS		
Past and Present	**People and Places**	**Arts and Entertainment**
Sub-topics studied may include, but are not limited to: • social customs/traditions and their historical origin • important historical events and their commemoration (e.g. by national holidays or festivals, monuments, naming of features such as buildings or roads) • historical links with Australia • some important personalities in Italian contemporary society and/or history • changes in social structures and attitudes (e.g. the family, women's issues, religion).	Sub-topics studied may include, but are not limited to: • city and country life • Italian influences on Australian culture and society (e.g. food and drink, fashions) • shopping • getting around (transport and directions) • significant geographical and climatic features of Italian.	Sub-topics studied may include, but are not limited to: • media • cinema • music and songs • literature • sport • theatre and performing arts • computer games • art • architecture.

3. The Changing World

The theme 'The Changing World' enables the learner to explore change as it affects aspects of the world such as work, technology, trade and tourism and social issues.

TOPICS		
Social Issues	**Travel and Tourism**	**The World of Work**
Sub-topics studied may include, but are not limited to: • immigration/migration • relationships with neighbouring/regional nations • health • the young and the elderly • the environment.	Sub-topics studied may include, but are not limited to: • tourist attractions in Italy • visiting Italy • entering and leaving Italy, travel document (passport, visa, tickets) • hotels, hostels, camping grounds • hosting Italian visitors • home stay.	Sub-topics studied may include, but are not limited to: • the effect of technological developments • types of jobs, professions, trades • men and women in the workforce • Australia and Italy as trading partners • attitudes to work.

USE OF ENGLISH

While it is expected that learners will study a range of oral and written texts in Italian, it may be appropriate in some circumstances to select texts using English. Equally, it may be appropriate for a learner to respond to a text in English on some occasions.

Note: at its meeting on 3 April 2013, TASC decided that from 2014 the examination specifications for all Level 3 language courses would include use of the target language in responses in the reading section of the written examination.

TEXT TYPES

The learner will be expected to be familiar with a variety of text types. Text types indicated with an asterisk (*) are those that the learner may be expected to produce in the external examination of this TASC Level 3 course. Teachers may introduce the learner to a wider range of text types in the course of their teaching and learning program:

advertisement	invitation	presentation
announcement	letter*	profile*
article	list	poem
brochure	map	recipe
chart	menu	report
conversation/interview*	narrative*	review
diary/journal entry*	news item	song
discussion	note/message	speech/talk
editorial	novel/short story	survey
email*	on-line texts	table
film	play	timetable
form (fill in)	postcard	

VOCABULARY

While there is no nationally prescribed vocabulary list, it is expected that learners will be familiar with a range of vocabulary and idioms relevant to the themes described in the course.

DICTIONARIES

Teachers will assist learners to develop the necessary skills and confidence to use dictionaries effectively. For details regarding the use of dictionaries in the external assessment of this course, see *'What can I take to my exam?'*.

GRAMMAR AND STRUCTURES

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar, or to favour one methodology over another.

In this Level 3 course it is assumed that the learner will already have acquired a significant understanding of the function of grammar in Italian through prior knowledge or study of Italian.

Developing the learner's ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending awareness of the system of structures underlying the language, as well as the ability both to apply and adapt this knowledge.

The following grammatical structures are those that the learner is expected to recognise and use.

Grammatical Item	Sub-elements	Example(s)
Adjectives	Regular formation	
	Agreement with nouns	
	Position of adjectives	
	Interrogative adjectives	
	Adjectives that commonly precede nouns	primo, ultimo, buono, bello, giovane, vecchio, altro, stesso, molto, poco, grande, piccolo
	Demonstrative adjectives	questo, quello
	Possessive adjectives - form and uses, including their use before terms indicating family relationships	il mio libro, i miei amici, i suoi, etc… mio padre, il mio caro padre
	Common irregular adjectives	bello, buono
	Comparative and superlative forms, regular, and irregular types	
	Indefinite adjectives	ogni, qualche, qualsiasi/qualunque, ciascuno, nessuno, altro, molto, alcuno
Adverbs	Formation of adverbs (incidental use only)	
	Formation of adverbs	
	Position of adverbs	
	Comparative and superlative forms, regular, and irregular types	
	Use of adverbs molto, poco, troppo, bene, male	
	Use of adverbs meglio, peggio, bene, benissimo	
	Adverbial phrases	all'improvviso, poco fa, nel frattempo, d'ora in poi, in ritardo, fra poco, qui vicino
Articles	Definite, indefinite articles, use of all forms	
	Definite, indefinite articles, use of their omissions	
	Omission or inclusion of definite articles with titles	
	Partitive articles (some, any)	di +definite article
	Inclusion of definite articles before nouns used in a general or abstract sense	

Grammatical Item	Sub-elements	Example(s)
Common uses of si, ci, vi, ne	• si	
	Reflexive pronouns	

	Impersonal pronouns	
	Passive pronouns	
	• ci and vi	
	Reflexive pronouns	
	Impersonal pronouns	
	Passive pronouns	
	• ne	
	Pronoun	
	Adverb	
Conjunctions		ma, e
	Common conjunctions	e, ed, anche, ma, però, infatti, quindi, magari, cioè, purtroppo
False Friends	Words that are apparently similar but actually have different meanings	parenti, sensibile, fattoria, libreria
Negation	Use of 'non'	non-mai
	Double negative	non-mai, né….né non affatto

Grammatical Item	Sub-elements	Example(s)
Nouns	Regular forms, gender and number	
	Common irregular forms (singular and plural)	
	Compound nouns	l'altoparlante, il portafoglio
	Invariable forms in the plural	la città, le città, il film, i film
	Use of suffixes	ino, etto, one, accio
	Use of prefixes	dis, in, s
Numerals	Cardinal, dates	
	Mathematical signs	più, meno, diviso, per, fa, uguale
	Ordinal	
	Fractions	un quarto, metà
	Time	
	Common measurements	è alta un metro e ottanta
	Decimals	
	Collective numbers	paio, coppia, decina, dozzina, centinaio, migliaio
Prepositions	Simple prepositions (preposizioni semplici)	a, di (d'), da, in, con, su, per, tra (fra)
	Prepositions + definite article (preposizioni articulate)	dallo, all', nel, sugli, etc…
	Adverbial prepositions (preposizioni avverbiali)	sopra, sotto, dentro, fuori, davanti a, dietro (a), vicino a, lontano da, di fronte a
	Common prepositional phrases	parto per Milano, parto da Milano
	Special usage of da	Vengo da te
	Contrast between:	
	• Da + tempo + present tense	Da quanto tempo studi l'italiano? (How long have you been studying Italian)
	• Per + tempo + passato prossimo	Per quanto tempo hai studiato l'italiano? (How long did you study Italian)

Grammatical	Sub-elements	Example(s)

Item		
Pronouns	Personal Pronouns – subject	io, tu, Lei, etc
	Interrogative	chi? che (cosa)? quale? quanto? dove?
	Possessive pronouns	la mia, il mio, i suoi, etc…
	Disjunctive pronouns	a me, per te, con lui, etc…
	Direct object pronouns	lo, la, li, le
	Indirect object pronouns	gli, le, mi, ti, ci, vi, gli, loro
	Reflexive pronouns	
	Direct Object pronouns and apostrophe	l'ho visto
	*Direct Object pronouns and past participle (preceding direct object pronouns and agreement of past participle)	l'ho comprato/li ho comprati
	*Combined pronouns (direct and indirect)	te lo spedisco
	*Relative pronouns (including word order)	che, cui, chi *il quale, la quale, i quali, le quali, ciò, quello che
	Demonstrative pronouns	questo, quello, etc…
	Indefinite pronouns	uno, qualcuno, ciascuno, nessuno
	*Joined object pronouns	Dammelo!
Sentence and Phrase Types	Italian word order is more flexible than that of English; this may be related to the presence of gender and number markers. However, attention should be given to word order in: – Statements – Questions	

Grammatical Item	Sub-elements	Example(s)
Verbs	Conjugation of verbs	
	Regular forms	
	Frequently occurring irregular forms	
	Reflexive verbs, incidental use only	
	Moods: Indicative present	
	Present Conditional, incidental use only	vorrei
	Idiomatic use of 'avere' and 'fare'	avere fame, fare colazione avere fame, avere freddo, fare colazione *ho fatto riparare la macchina
	incidental use of present perfect (passato prossimo)	Sono stato/a in Italia
	incidental use of imperfect (imperfetto)	faceva caldo
	Reflexive verbs	
	Indicative	
	present perfect (passato prossimo)	
	imperfect (imperfetto)	
	*pluperfect (trapassato prossimo)	
	future	
	Conditional – present	
	Auxiliaries – 'essere' and 'avere'	
	*special uses of 'venire' and 'andare'	

	*Past participles, used as adjectives	la lingua scritta, le patatine fritte
	Modal verbs (dovere, potere, volere), in required tenses	
	Piacere in the present, perfect, imperfect and future tenses of the indicative, and in the present conditional (third persons only)	gli piace, le piacerà, mi piacerebbe, etc…
	Sapere/conoscere	
	Moods:	
	Indicative: pluperfect	
	*Conditional: perfect	
	*Subjunctive: present	
	*Passive Voice	
	Modal verbs in required tenses	
	Imperative (tu, noi, voi)	classroom instructions
	Moods:	
	*Indicative: future/perfect	
	*Conditional – perfect	
	Subjunctive –	
	present (common expressions only)	
	†imperfect, 'if' clause	
	Progressive construction-Present Gerund	
	Infinitive structure 'prima di' with infinitive	
	*Infinitive used as a noun	il leggere*
	*'lasciare' construction	*lascia stare, lasciami stare
	verbs + preposition + infinitive	*Special uses of 'essere' and 'avere' dopo aver mangiato
	*Impersonal verbs and expressions	bisogna che, basta che
	Imperative. Lei/Loro – incidental use	

*recognition only

Work Requirements

From their study of these themes and related topics/sub-topics learners will undertake **at least one** substantial assessment task (approximately 1000 words or equivalent). The mode of presentation is not prescribed. It may be a written report, an oral report or presentation, or a multimodal* presentation. The task will be assessed internally, and will be a significant source of evidence for the assessment of the Learning Outcomes, 'gain a detailed understanding and appreciation of Italian customs and traditions, and the cultural context in which Italian is used' and 'critically reflect on their own culture through the study of Italian culture' (criterion 5) and criterion 6.

While the report/presentation of the assessment task may be in English, Italian should be used as appropriate (for example, when discussing Italian concepts, using direct quotations from sources in Italian, or referring to Italian terms).

Learners will negotiate the task with their teacher. While not prescribed, the nature of the task will be one that engages the learner in critical reflection and that provides opportunities to present reasoned arguments/points of view and analysis. An issue-based approach is more appropriate than one that is purely descriptive in nature. For example, an activity or topic might be framed as a question such as:

- 'In what ways, and to what extent, has Italian culture influenced Australian culture?'
- 'Compare and contrast
    - the lyrics and music of a popular Italian song with the lyrics and music of a popular Australian song
      or
    - the front page of a Italian newspaper with the front page of an Australian newspaper
      or
    - a popular Italian television show with a popular Australian television show
      What do these similarities and differences tell us about the two cultures?'
- 'In what ways, and to what extent, have Italian-speaking communities in Australia contributed to our multicultural society?'
- 'Compare and contrast the role of sport/art/performing arts in Italian and Australian society. How might the similarities and differences be explained?'
- 'Compare and contrast contemporary daily life in Italian and Australian society. How might the similarities and differences be explained?'

Multimodal: a combination of two or more communication modes (for example print, image, and spoken text, as in a film or computer presentation).

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point 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 end-point 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.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

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

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

Quality Assurance Process

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

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

Process – TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

Additionally, the Office of TASC may select to undertake scheduled audits of this course and its work requirements (Provider standards 1, 2, 3 and 4).

External Assessment Requirements

The external assessment requirements for the course Italian Level 3, consists of:

- an oral examination; and
- a written examination.

The criteria to be externally assessed are 1, 2, 3, and 4.

For details regarding the use of dictionaries in the external assessment process see *'What can I take to my exam?'*.

Note: at its meeting on 3 April 2013, TASC decided that from 2014 the examination specifications for all Level 3 language courses would include use of the target language in responses in the reading section of the written examination.

For further information see the TASC's *External Assessment Guidelines* for this course which can be found in the Supporting Documents below.

Criteria

The assessment of Italian Level 3 will be based on the degree to which the learner can:

1. listen and respond to spoken Italian*
2. communicate in spoken Italian*
3. read and respond to written Italian texts*
4. express ideas and information in written Italian*
5. demonstrate understanding of Italian culture
6. apply negotiation, planning and organisational skills

* = denotes criteria that are both internally and externally assessed

Standards

Criterion 1: listen and respond to spoken Italian

This criterion is both internally and externally assessed.

Based on the grammar and structures in this Level 3 course content, the learner listens to spoken Italian and responds.*

Rating A	Rating B	Rating C
In spoken conversations the learner listens to speech paced in a normal, conversational manner. Occasionally repetition and/or rephrasing may be requested from the speaker for clarification.	In spoken conversations the learner generally listens to speech paced in an authentic, conversational manner but requires slower pace when complex language structures are used and/or unfamiliar concepts/ideas are discussed. Repetition and/or rephrasing may be requested from the speaker for clarification.	In spoken conversations the learner requires moderated delivery and repetition and/or rephrasing.
The learner's response reflects understanding of all main points / general aspects and points of detail, additional information and/or specifics given in the spoken text.	The learner's response reflects understanding of all main points / general aspects and some points of detail, additional information and/or specifics given in the spoken text.	The learner's response reflects understanding of most main points / general aspects of the spoken text. Points of detail, additional information and/or specifics may not be addressed.**

* 'Responses' may include, but are not limited to: carrying out an action or task; forming a spoken response; or forming a written response.

** Illustrative example: Given oral text: "Sue loves to go into the city to shop. She seeks out the latest fashions, and is especially interested in accessory trends. In the city there is a much larger range than in her hometown. Being in the city also gives Sue a change to meet up with some of her old school friends."

Question: 'Explain why Sue goes to the city.'

Response: "Because she likes to shop there and meets her friends." (= C rating: details/additional information about what she buys, why she buys them in the city and the inference that her old school friends do not live in her hometown are not included in the response).

Criterion 2: communicate in spoken Italian

This criterion is both internally and externally assessed.

Rating 'A':
Based on the grammar and structures in this Level 3 course content, the learner engages in conversation *in familiar and unfamiliar contexts*. The learner's oral communication in Italian is characterised by:

Rating 'B':
Based on the grammar and structures in this Level 3 course content, the learner engages in conversation *in familiar and unfamiliar contexts*. The learner's oral communication in Italian is characterised by:

Rating 'C':
Based on the grammar and structures in this Level 3 course content, the learner engages in conversation *in familiar contexts*. The learner's oral communication in Italian is characterised by:

Rating A	Rating B	Rating C
speech with a pace/tempo used in authentic conversation. There may be occasional hesitation	speech with a pace/ tempo generally like that used in authentic conversation. There may be hesitation and/or uneven pace when complex language structures are used and/or unfamiliar concepts/ideas are discussed	fragmentary speech with frequent hesitation
the ability to respond appropriately and spontaneously to changes in		

the flow/subject of a conversation		
appropriate self-correction	some self-correction	a lack of self-correction
very few errors in pronunciation, stress and/or intonation	some errors in pronunciation, stress and/or intonation	frequent errors in pronunciation, stress and/or intonation
appropriate use of both simple and complex sentences	use of both simple and complex sentences	use of simple sentences
command of a wide range of structures* and vocabulary	command of a range of structures* and vocabulary	command of a narrow range of structures* and vocabulary
controlled, nuanced language usage		
a high degree of fluency and accuracy. Listeners clearly understand what is said.	a degree of fluency and accuracy. While there are some errors and/or imperfect control of some patterns, listeners understand what is said.	a limited degree of fluency and accuracy. While there are errors, listeners generally understand what is said.

* As defined by this course's content.

Criterion 3: read and respond to written Italian texts

This criterion is both internally and externally assessed.

Based on the grammar and structures in this Level 3 course content, the learner reads Italian text and responds.*

Rating A	Rating B	Rating C
The learner makes some use of external references** during aspects of the reading process.	The learner makes frequent use of external references** during the reading process.	The learner is dependent on use of external references** during the reading process.
The learner's response reflects understanding of all main points / general aspects and points of detail, additional information and/or specifics given in the written text.	The learner's response reflects understanding of all main points / general aspects and some points of detail, additional information and/or specifics given in the written text.	The learner's response reflects understanding of most main points / general aspects of the written text. Points of detail, additional information and/or specifics may not be addressed.***

* 'Responses' may include, but are not limited to: carrying out an action or task; forming a spoken response; or forming a written response.

** 'External references' may include, but are not limited to: the use of dictionaries; and the prompts of others.

*** Illustrative example:
Given written text: "Sue loves to go into the city to shop. She seeks out the latest fashions, and is especially interested in accessory trends. In the city there is a much larger range than in her hometown. Being in the city also gives Sue a change to meet up with some of her old school friends."

Question: 'Explain why Sue goes to the city.'

Response: "Because she likes to shop there and meets her friends." (= C rating: details/additional information about what she buys, why she buys them in the city and the inference that her old school friends do not live in her hometown are not included in the response).

Criterion 4: express ideas and information in written Italian

This criterion is both internally and externally assessed.

Based on the grammar and structures in this Level 3 course content, the learner writes Italian text. The learner's written text is characterised by:

Rating A	Rating B	Rating C
correct spelling and punctuation	generally correct spelling, and correct use of punctuation. There may be occasional errors in the spelling of complex words	correct spelling of common words, and correct use of basic punctuation
appropriate use of both simple and complex sentences	use of both simple and complex sentences	use of short, simple sentences
command of a wide range of structures* and vocabulary	command of a range of structures* and vocabulary	command of a narrow range of structures* and vocabulary
controlled, nuanced language usage		
a high degree of fluency and accuracy. Readers clearly understand what is written.	a degree of fluency and accuracy. While there are some errors and/or imperfect control of some patterns, readers understand what is written.	some degree of fluency and accuracy. While there are errors, readers generally understand what is written.

* As defined by this course's content.

Criterion 5: demonstrate understanding of Italian culture

The learner:

Rating A	Rating B	Rating C
analyses** a wide range of Italian contemporary and traditional social customs, and aspects of contemporary daily life	identifies and accurately describes a wide range of Italian contemporary and traditional social customs, and aspects of contemporary daily life	identifies and describes a range of Italian contemporary and traditional social customs, and aspects of contemporary daily life
analyses** distinctive characteristics* of Italian culture	identifies and accurately describes distinctive characteristics* of Italian culture	identifies and describes some distinctive characteristics* of Italian culture
critically analyses** differences and similarities between the culture of Italian-speaking communities and Australian culture, and accurately accounts for these.	identifies, describes and offers logical suggestions to account for differences and similarities between the culture of Italian-speaking communities and Australian culture.	identifies, describes and offers suggestions to account for differences and similarities between the culture of Italian-speaking communities and Australian culture.

* 'Distinctive characteristics' are those that might be considered unique or characteristic of Italian culture, as opposed to those shared with - or common to - other cultures in a region.

** Analyse: to examine, scrutinise, explore, review, consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.

** Critically analyse: to closely examine, analyse in detail, focus on essence, examine component parts of an issue or information (for example identifying the premise of an argument and its plausibility, illogical reasoning or faulty conclusions).

Criterion 6: apply negotiation, planning and organisational skills

The learner uses negotiation, planning, task and time management strategies, and applied the principles of academic integrity. The learner:

Rating A	Rating B	Rating C

proposes/negotiates complex goals which are measurable, achievable and realistic	proposes/negotiates complex goals which are measurable, achievable and realistic	proposes/negotiates goals which are measurable, achievable and realistic
evaluates, selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times	selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times	uses planning tools to achieve objectives within proposed times
reflects on progress towards meeting goals and timelines, critically evaluates progress and plans effective future actions	reflects on progress towards meeting goals and timelines, analyses progress and plans future actions	reflects on progress towards meeting goals and timelines, and articulates some ways in which goals can be met in the future
meets specified/negotiated timelines and addresses all required task characteristics* with a high degree of accuracy	meets specified/ negotiated timelines and addresses all required task characteristics*	meets specified/negotiated timelines and addresses most aspects of required task characteristics*
clearly identifies the information, images, ideas and words of others used in the learner's work	clearly identifies the information, images, ideas and words of others used in the learner's work	differentiates the information, images, ideas and words of others from the learner's own
clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed with a high degree of accuracy	clearly identifies sources of the information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are followed correctly	identifies the sources of information, images, ideas and words that are not the learner's own. Referencing conventions and methodologies are generally followed correctly
creates appropriate, well structured reference lists/ bibliographies.	creates appropriate, structured reference lists/ bibliographies.	creates appropriate reference lists/bibliographies.

* 'required task characteristics' may include: word limits; mode of response; and presentation requirements.

Qualifications Available

Italian Level 3 (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 the 10 ratings (6 from the internal assessment, 4 from the external assessment).

The minimum requirements for an award in Italian Level 3 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
9 'A' ratings, 1 'B' rating (3 'A' ratings, 1 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)
4 'A' ratings, 4 'B' ratings, 2 'C' ratings (1 'A' rating, 2 'B' ratings and 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)
5 'B' ratings, 4 'C' ratings (2 'B' ratings, 2 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)
8 'C' ratings (3 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)
6 'C' ratings

A learner who otherwise achieves the ratings 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

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Expectations Defined By National Standards

This course document includes materials consistent with the Collaborative Curriculum and Assessment Framework for Languages (CCAFL).

Accreditation

The accreditation period for this course is from 1 January 2022 to 31 December 2025.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 21 October 2013 for use from 1 January 2014 to 31 December 2018. This course replaces Italian (ILN315109) that expired on 31 December 2013.

Version 1.a – Minor amendments to 'Grammar and Structures'. Accredited on 22 November 2018 for use from 1 January 2019 to 31 December 2020.

Version 1.b - Accreditation renewed on 13 July 2020 for the period 1 January 2021 to 31 December 2021 (no amendments made).

Version 1.c - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2023, without amendments.

Supporting documents including external assessment material

- ITN315114 TASC Exam Paper 2018.pdf (2018-11-22 12:23pm AEDT)
- ITN315114 - Assessment Panel Report 2018.pdf (2019-02-06 02:05pm AEDT)
- ITN315114 Italian TASC Exam Paper 2019.pdf (2019-11-21 11:15am AEDT)
- ITN315114 Italian Audio File Exam 2019-Abridged.mp3 (2019-11-21 11:52am AEDT)
- ITN315114 Assessment Report 2019.pdf (2020-01-24 02:57pm AEDT)
- ITN315114 Italian TASC Exam Paper 2020.pdf (2020-12-09 11:42am AEDT)
- ITN315114 Exam 2020 audio file.mp3 (2020-11-18 07:51pm AEDT)
- ITN315114 Assessment Report 2020.pdf (2021-01-13 10:35am AEDT)
- ITN315114 Italian TASC Exam Paper 2021 .pdf (2021-11-16 10:40am AEDT)
- ITN315114 Italian Exam 2021 audio file.mp3 (2021-11-18 04:33pm AEDT)
- ITN315114 Assessment Report 2021.pdf (2022-01-24 02:56pm AEDT)
- ITN315114 Italian TASC Exam Paper 2022.pdf (2022-11-09 12:40pm AEDT)
- Italian 22.mp3 (2022-11-12 10:47am AEDT)
- ITN315114 Assessment Report 2022.pdf (2023-03-09 02:26pm AEDT)
- ITN315114 Italian TASC Exam Paper 2023.pdf (2023-11-07 04:10pm AEDT)
- Italian Audio Files 2023.mp3 (2023-11-08 08:15am AEDT)
- ITN315114 Italian Assessment Report 2023.pdf (2024-02-28 11:48am AEDT)
- ITN315114 Italian External Assessment Specifications.pdf (2024-03-12 02:51pm AEDT)