

Italian

| LEVEL 3 | 15 TCE CREDIT POINTS |
|--|-------------------------|
| COURSE CODE | ITN315114 |
| COURSE SPAN | 2019 — 2023 |
| READING AND WRITING STANDARD | NO |
| MATHEMATICS STANDARD | NO |
| COMPUTERS AND INTERNET STANDARD | NO |

This course was delivered in 2022. Use [A-Z Courses](#) to find the current version (if available).

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

THEMES

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 |
| <p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> 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. | <p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> school personal aspirations/future career courses/subjects examinations. | <p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> 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 |
| <p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> 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). | <p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> 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. | <p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> 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 |
| <p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> immigration/migration relationships with neighbouring/regional nations health the young and the elderly the environment. | <p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> tourist attractions in Italy visiting Italy entering and leaving Italy, travel document (passport, visa, tickets) hotels, hostels, camping grounds hosting Italian visitors home stay. | <p>Sub-topics studied may include, but are not limited to:</p> <ul style="list-style-type: none"> 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 its 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 <i>si</i>, <i>ci</i>, <i>vi</i>, <i>ne</i> | <ul style="list-style-type: none"> si | |
| | Reflexive pronouns | |

| | | |
|----------------------|--|--|
| | Impersonal pronouns | |
| | Passive pronouns | |
| | <ul style="list-style-type: none"> ci and vi | |
| | Reflexive pronouns | |
| | Impersonal pronouns | |
| | Passive pronouns | |
| | <ul style="list-style-type: none"> 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 articolate) | 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: | |
| | <ul style="list-style-type: none"> Da + tempo + present tense | Da quanto tempo studi l'italiano? (How long have you been studying Italian) |
| | <ul style="list-style-type: none"> 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 showWhat 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.

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 2023.

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 External Assessment Specifications.pdf](#) (2023-03-27 11:14am AEDT)
-  [ITN315114 Italian TASC Exam Paper 2022.pdf](#) (2022-11-09 12:40pm AEDT)
-  [Italian 22.mp3](#) (2022-11-12 10:47am AEDT)