









# Year 9/10 Band Plan — Australian Curriculum: Italian

Identify curriculum	<b>Band description</b>	<p><b>The nature of the learners</b></p> <p>Students have prior experience of learning Italian and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts in which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Italian may feature in these.</p> <p><b>Italian language learning and use</b></p> <p>This is a period of vocabulary and grammar expansion and of experimentation with different forms of communication (for example, digital and hypermedia, collaborative performance and group discussions). Learners use Italian to communicate and interact with each other and with online resources, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences. They develop strategies for self-correction by referencing their developing understanding of grammar and context. They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. Learners investigate links between the Italian language and cultural representation and expression. They learn to analyse and reflect on different viewpoints and experiences, including their own cultural stance, action and responses.</p> <p><b>Contexts of interaction</b></p> <p>Learners interact with peers and teachers in local contexts that relate to their social and learning worlds, and with some members of broader Italian-speaking communities and cultural resources through virtual and online environments.</p> <p><b>Texts and resources</b></p> <p>Students work with a range of texts, tasks and experiences which involve both independent and collaborative planning and performance, as well as some resource development, and intentional and strategic use of language and cultural resources. They learn to interpret, create, evaluate and perform different types of texts (for example, procedural, persuasive, narrative) across a range of domains. Genres such as media resources, fiction and nonfiction texts, performances and research projects allow for exploration of concepts of personal and contemporary relevance (such as the environment, identity, relationship, diversity and inclusivity).</p> <p><b>Features of Italian language use</b></p> <p>Learners experiment with intonation and supporting gestures to convey emotion or create emphasis in texts. They learn to use possessive, reflexive, demonstrative and relative pronoun forms. They are encouraged to extend their use of language beyond familiar contexts. They use verbs (irregular and reflexive) and increase their range of adjectives and adverbs, comparatives and superlatives. Students learn to construct more extended texts by using relative clauses and by relating episodes in time (for example, <i>prima ... poi ... infine</i>). They use the present perfect, imperfect and future tenses, and begin using the conditional tense. They continue to expand language for interaction, initiating and maintaining conversations, seeking clarification and repetition, and contributing to structured discussions in Italian.</p> <p><b>Level of support</b></p> <p>While learners are increasingly autonomous when using Italian in familiar domains, they require continued scaffolding and support when using the language in less familiar contexts involving more abstract concepts. They draw on peer support, working collaboratively with each other, sharing knowledge to construct meaning. They are supported in relation to language use through explicit teacher instruction and feedback, and are provided with opportunities for reflection through structured tasks and scaffolded discussion. Students extend their critical analysis skills and autonomy as learners through activities such as evaluating the effectiveness of dictionaries and online translators, managing records of their learning, and building resources for independent work.</p> <p><b>The role of English</b></p> <p>Some of the discussion and reflection in relation to learners' developing communicative competence, intercultural capability and language analysis are carried out in English, to allow for more elaborated discussion, but learners are increasingly supported to build language to express ideas, opinions and reactions in Italian.</p>
	<b>Achievement standards</b>	<p>By the end of Year 10, students use a range of everyday language both orally and in writing to exchange information about their personal, social, local and about broader issues of personal significance. They communicate thoughts and opinions; make comparisons and contrasts (for example, <i>a differenza di; invece</i>), and offer reasons for points of view, opinions and preferences. They express desires and plans for the future. They give presentations, and formulate and <b>respond</b> to a range of questions. They <b>interpret</b> information and attitudes in a range of informational and imaginative texts. They create written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions. They give detailed descriptions; <b>describe</b> and <b>relate</b> episodes in time (for example, <i>prima ... poi ... infine</i>); and qualify statements, for example, through the use of relative clauses. They use simple subject–verb–object constructions, extending or qualifying their message by, for example, adding complements or using modal verbs or comparatives. They produce bilingual texts, plan what needs to be communicated to particular audiences and consider different perspectives.</p> <p>Students use metalanguage to <b>analyse</b> and <b>discuss</b> features of language choice and use and cultural practice. They <b>analyse</b> texts, identifying features such as tone, sequences and relationships of events in time. They communicate their thoughts with awareness of different perspectives on issues or practices being discussed. They <b>explain</b> how Italian language use varies according to context, purpose and mode. They <b>identify</b> social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia. They <b>identify</b> particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends', and <b>identify</b> certain concepts that cannot be translated readily from Italian to English and from English into Italian. They reflect on ways in which language and culture together create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian. They <b>demonstrate</b> understanding of the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity.</p>
	<b>Course Organisation</b>	<p>This band plan is for a second language learner pathway using the Year 7 –Year 10 sequence of learning.</p> <p>The <i>Australian Curriculum: Languages — Italian</i> is banded, with content descriptions indicating the nature and scope of learning over two year spans. Teachers will need to make decisions about what aspects of the content descriptions, will be taught in what year of their program. Year by year, programs can then be used to inform the development of short-term programs (that is, one term/several weeks).</p> <p>The two strands — Communicating and Understanding — are interrelated in relation to language use for different purposes in different contexts. The strands and sub-strands do not operate in isolation. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of ‘threads’ that support the internal organisation of</p>

		<p>content in each sub-strand. The ‘threads’ are designed to capture the range and variety in the scope of learning and a means for expressing the progression of content across the learning sequences.</p> <p>The strands reflect three important aspects of language learning:</p> <ul style="list-style-type: none"><li>• communication</li><li>• analysis of aspects of language and culture</li><li>• reflection that involves<ul style="list-style-type: none"><li>– reflection on the experience of communicating</li><li>– reflection on comparative dimensions of the languages available in students’ repertoires (for example, the first language in relation to second language and self in relation to others).</li></ul></li></ul> <p>When developing teaching and learning programs teachers should consider:</p> <ul style="list-style-type: none"><li>• the relationship between each of the curriculum components (band descriptions, content descriptions, elaborations and achievement standards) to describe the level/expectations of language teaching and learning at a given moment in time and over time</li><li>• the level of complexity at which student learning can be pitched</li><li>• integrating the two strands to ensure holistic learning, including active language use and the development of related knowledge, understandings and reflective capabilities</li><li>• drawing on the content descriptions from a number of sub-strands and integrating these to create meaningful learning experiences for the learners in their context</li><li>• developing a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who need extra support</li><li>• opportunities for integration of learning between Languages and with other learning areas.</li></ul> <p>This band plan is organised to:</p> <ul style="list-style-type: none"><li>• align with the <i>Australian Curriculum: Languages — Italian</i>, which is organised in band levels for the achievement standard and content descriptions</li></ul> <p>provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to bands, and developed using the <i>Australian Curriculum: Languages — Italian</i> content descriptions and achievement standards provide flexibility to enable schools to make decisions about implementation, based on local context and needs of students. The sequence of learning for this band plan is a second language learner pathway Year 7 –Year 10 sequence.</p>			
Teaching and learning	Year 9 Overview	Term 1	Term 2	Term 3	Term 4
	General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with: 
	Year 10 Overview	Term 1	Term 2	Term 3	Term 4
	General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with: 		

Develop assessment	Year 9 Assessment	Evidence of learning is organised in an individual folio of work. The individual folio represents an ongoing process between a teacher, student and other partners. It becomes a dynamic record of examples of the balance and range of opportunities students have to demonstrate their learning.							
		Term 1		Term 2		Term 3		Term 4	
		Starting Week	Assessment instrument	Starting Week	Assessment instrument	Starting Week	Assessment instrument	Starting Week	Assessment Instrument
		5	Portfolio	5	Portfolio	5	Portfolio	5	Portfolio
	Year 10 Assessment	Term 1		Term 2		Term 3		Term 4	
		Starting Week	Assessment instrument	Starting Week	Assessment instrument	Starting Week	Assessment instrument	Starting Week	Assessment instrument
		5	Portfolio	5	Portfolio	5	Portfolio	5	Portfolio
Make judgments and use feedback	Moderation	Joint marking for random sample. Teachers mark tests individually. Teachers moderate samples to ensure consistency of judgments.							

Band 9/10 LOTE: review for balance and coverage of content descriptions									
Content descriptions	Knowledge	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions and feelings								
	Participate in individual and collective action by deciding, explaining and justifying								
	Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving								
	Use classroom language to question, elicit and offer opinions, and compare and discuss ideas								
	Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences								
	Convey information and compare diverse perspectives from multiple sources in Italian								
	Respond to imaginative texts, stating views about themes, events and values, and making connections with own experiences as appropriate								
	Create imaginative texts to express experiences, ideas and emotions								
	Translate texts from Italian to English and vice versa, and compare different versions for different audiences and contexts								
	Create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ								
	Interact in Italian with the teacher, peers and others, and exchange reactions and responses to ideas, issues and experiences being discussed								
	Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence								
	Understanding								
	Understand and use the features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts								
	Extend knowledge of and use more complex features and patterns of the Italian grammatical system, including possessive, reflexive, demonstrative and relative pronouns; irregular and reflexive verbs; and comparatives and superlatives								
	Analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence								
	Analyse lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture								
	Analyse and understand the dynamic nature of Italian (and languages in general) recognising the impact of technology, media and intercultural contact								
	Compare and contrast aspects of communication and the relationship among languages used in the ecology of languages in Australia, including Aboriginal languages and Torres Strait Islander Languages, Asian languages and world languages								
	Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity								



## Standards: Languages

A	B	C	D	E
<b>The student work has the following characteristics:</b>				
Comprehensive knowledge and understanding of language concepts, structures and processes, including an extensive range of functions, features, idioms and colloquialisms	Substantial knowledge and understanding of language concepts, structures and processes, including a wide range of functions, features, idioms and colloquialisms	Knowledge and understanding of basic language concepts, structures and processes, including the most commonly used functions, features, idioms and colloquialisms	Variable knowledge and understanding of obvious language concepts, structures and processes, and some language functions or features	Knowledge of isolated language concepts, structures or processes
Perceptive interpretation of the language system and recognition of a wide range of textual features in authentic texts	Accurate interpretation of the language system and recognition of textual features in simple authentic texts	Broad interpretation of the language system and recognition of some aspects of authentic texts	Variable interpretation of the language system and recognition of some aspects of authentic texts	Recognition of isolated aspects of authentic texts
Comprehensive interpretation, analysis and evaluation of ideas and information in familiar and unfamiliar texts	Interpretation, analysis and evaluation of ideas and information in familiar and unfamiliar texts	Essential ideas and information in familiar texts presented, including some points which may not always be relevant	Presentation of some information from familiar texts	Presentation of fragmented information
Effective and consistent identification, analysis and interpretation of cultural references and discussion of implications	Identification and interpretation of cultural references and implications	Identification and some interpretation of obvious cultural references	Recognition of obvious cultural references	Recognition of some obvious cultural references
Well-supported and well-reasoned reflection on attitudes, purpose, intention and language choices	Informed reflection on purpose, intention and language choices	Recognition of general purpose and intention when obvious within a familiar context	Superficial identification of purpose	Minimal identification of purpose
Discerning application of the language system which effectively communicates ideas and information relevant to context, audience and purpose, with a high degree of accuracy	Efficient application of the language system to communicate ideas and information relevant to context, audience and purpose, with a reasonable degree of accuracy	Application of aspects of the language system to communicate information relevant to context and purpose, although errors are evident	Variable use of the language system with frequent inaccuracies in familiar vocabulary and grammar	Minimal use of the language system, with frequent errors in familiar vocabulary and grammar
Effective and sustained communication of meaning through competent use of a range of cohesive devices and a variety of idiomatic and colloquial expressions	Clear communication of meaning, with evidence of some appropriate idiomatic and colloquial expressions and selected cohesive devices	Communication of essential meaning, with the use of some common idiomatic and colloquial expressions and basic cohesive devices which connect simple ideas	Communication of obvious meaning, although it may be disjointed and hesitant	Communication of some simple meanings, although information is fragmented and generally unclear
Comprehensive knowledge and understanding of intercultural perspectives in communication	Informed knowledge and understanding of intercultural perspectives in communication	Awareness of some significant intercultural perspectives in communication	Variable acknowledgement of cultural context in communication	Minimal acknowledgement of cultural context in communication
Analysis and reflection on learning and language choices which contribute to future learning	Substantiated reflection on language choices and learning	Relevant reflection on language choices and learning	Superficial reflection on language choices and learning	Cursory reflection on language choices and learning