Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Year 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Italian to interact with others in a range of contexts and for a range of purposes. They discuss topics such as education, work, the environment and youth issues as well as concepts from a range of learning areas. They recount experiences, and express feelings and opinions, agreement and disagreement, using present, past and future tenses, and linking statements with both coordinating and subordinating conjunctions, for example, Era stanca, così non è uscita. Non mi piace quel romanzo perché è triste! Prima siamo andati al cinema, poi siamo andati a prendere un gelato. They demonstrate grammatical control when using complex sentences. They create a range of connected texts and interact with some degree of personalisation on a variety of subjects related to their own interests. In classroom discussions, they present and communicate personal thoughts and opinions, and account for and sustain a particular point of view, for example, Non c' è dubbio che … Credo che questi articoli offrano solo un punto di vista. They identify key ideas in different text types dealing with both concrete and abstract topics. They follow the development and relationship of ideas, identifying, for example, identifying sequencing, cause and effect, and consequences. They compare and evaluate ideas across languages and cultures, for example, Secondo me … dal mio punto di vista … per quanto mi riguarda. I giovani italiani sono più interessati nella politica. They discuss future plans and aspirations. Students develop and defend interpretations of texts and diverse points of view, and elaborate, clarify and qualify ideas using supporting evidence and argument. They present real or imaginary events and experiences in narratives, descriptions and recounts. They translate texts and produce bilingual texts, recognising that not all concepts can necessarily be rendered fully in another language.

Students reflect on their experience of learning Italian language and culture. They exchange opinions and responses, noting how these may have changed over time. They identify ways in which writers and speakers make choices when using language, and make connections between language used, cultural concepts expressed and their own experiences or views. They reflect on their own and others' use of language, the language choices made, and the cultural assumptions or understandings which shape them. They analyse how culture affects communication and the making and interpreting of meaning, and how languages reflect cultures.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key Ideas

Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:
•first language learner pathway
•revival language learner pathway
•second language learner pathway.

Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:
•Foundation–Year 10 sequence
•Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:
•Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:
•Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
•Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

1) communication

2) analysis of aspects of language and culture

3) reflection that involves
   - reflection on the experience of communicating
   - 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).

Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. 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 content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Year 9 and 10 Level Description

The nature of the learners

At this level, students bring existing knowledge of Italian language and culture and a range of language learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring, but are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Italian in these.

Italian language learning and use

This is a period of experimenting with a range of modes of communication (for example, digital and hypermedia, collaborative performance and group discussions). Through their greater control of language structures and growing understanding of the variability of language use, learners become more confident in communicating in a range of contexts. Learners use Italian to interact and communicate; to access, exchange and present information; to express feelings and opinions; to participate in imaginative and creative experiences; and to interpret, analyse and create a range of texts and experiences. They use Italian more fluently and monitor their accuracy and use against their knowledge of grammar and associated systems. They explore intercultural experience more deliberately, for example, noting the influence of technology, media and globalisation on language use and communication.

Contexts of interaction

Learners interact with peers and teachers in their immediate school context and with members of broader Italian communities and resources available through a range of actual and virtual environments.

Texts and resources

Learners extend their familiarity with text types and language functions by balancing attention to language forms with purposeful language use. Sequences of tasks provide opportunities for collaborative planning and performance, resource development, and increased use of different language and cultural resources. Learners strengthen their communication strategies and processes of interpreting, creating, evaluating and performing in relation to a widening range of texts. Media resources, fiction and nonfiction texts, performances and research projects allow for exploration of themes of personal and contemporary relevance (for example, global and environmental issues, identity and relationships, and linguistic and cultural diversity). Learners develop critical analysis skills to investigate texts and to identify how language choices shape perspectives and meaning, and how those choices are in turn shaped by context and intention. They learn to consider different viewpoints and experiences, and analyse their own linguistic and cultural stance, and beliefs and practices that influence communication and intercultural exchange.

Features of Italian language use

The focus of learning Italian shifts to expanding learners' range and control of the linguistic systems to develop the sophistication of language use. They learn to choose appropriate tenses, to identify and create mood, and to use cohesive devices to create extended texts such as narratives, reports and dialogues. They continue to build a metalanguage, using specific terms to assist understanding and control of grammar and textual conventions (for example, adverbs, conditional, imperative, subjunctive, past tenses, reflexive verbs).

Level of support

Learners are encouraged to develop greater autonomy, to self-monitor, and to adjust language in response to their experience in different contexts. They develop independent skills to access resources such as textbooks, dictionaries and online translators, and to critically evaluate the effectiveness of such resources and their role in learning and communicating. Students continue to benefit from scaffolding and support to access and create increasingly complex texts, such as the provision of visual and contextual cues.

The role of English

Italian is used for interaction within and beyond the classroom, for task accomplishment and for some discussion of ideas in texts. English is used, as and when appropriate, to facilitate comparison, evaluation, reflection and substantive discussion.

Year 9 and 10 Content Descriptions

Communicating		Understanding
Socialising Initiate, sustain and extend discussions related to aspirations, relationships and contemporary social issues. [Key concepts: relationship, youth, experience; Key processes: discussing, debating, explaining, corresponding] Contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing diverse views. [Key concepts: perspective, diversity, collaboration; Key processes: discussing, organising, planning, negotiating] Participate in spoken or written transactions to obtain goods and services, including expressing views on quality and making complaints and recommendations. [Key concepts: negotiation, value; Key processes: interacting, persuading, complaining] Interact in discussions by questioning, making suggestions and expressing opinions, and reflect on experiences of classroom interactions. [Key concepts: interaction, relationship, perspective; Key processes: expressing, questioning, reflecting] **Informing** Analyse, synthesise and evaluate ideas and information from multiple sources on a range of contemporary issues. [Key concepts: perspectives, representation, bias; Key processes: interpreting, evaluating, summarising, connecting, analysing] Give information in different forms, offering own views in relation to the content and considering the significance for particular audiences. [Key concepts: media, message, opinion; Key processes: designing, evaluating, persuading]	**Creating** Read, discuss and review a range of imaginative texts and respond by expressing opinions, explaining the themes, discussing characters, and considering language use and cultural meanings. [Key concepts: imagination, emotion, voice; Key processes: interpreting, comparing; Key text types: short story, biography, film, poem, song] Create a range of imaginative texts, considering how to represent ideas, characters and events. [Key concepts: emotion, expression, choice, voice, stance; Key processes: composing, reviewing, considering impact; Key text types: song, poem, story, drama] **Translating** Translate a range of texts and discuss how to convey concepts across different linguistic and cultural contexts. [Key concepts: representation, sensitivity, equivalence; Key processes: translating, reviewing, comparing] Create bilingual texts that reveal aspects of Australian culture for Italian-speaking audiences and vice versa. [Key concepts: cultural positioning, sensitivity; Key processes: translating, captioning] **Reflecting** Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding. [Key concepts: meaning, representation, history/origin, understanding; Key processes: comparing, reflecting] Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal identity. [Key concepts: membership, self/other, identity, multiplicity; Key processes: reflecting, explaining]	**Systems of Language** Use appropriate Italian pronunciation, stress and intonation in increasingly complex sentences and texts. Extend grammatical knowledge, including present, past and future tenses, and the conditional and subjunctive mood, to interpret and create meaning in texts. Analyse and apply linguistic, cultural and textual features of specific text types. **Language variation and change** Investigate how language varies according to context and speakers. Recognise how Italian language and culture have evolved and how they continue to change over time due to influences such as changing contexts and intercultural contact. Understand that language use has the power to influence social relationships, beliefs and values. **Role of language and culture** Analyse how linguistic choices construct and reflect ideas, practices and values, and consider how these influence the exchange of meaning.