



Italian: Second Language General Course Year 12

Selected Unit 3 syllabus content for the

Externally set task 2025

This document is an extract from the *Italian: Second Language General Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2025 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2025 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

Unit 3

Unit description

The focus for this unit is **Vivere sani (A healthy life)**. Students continue to develop skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Italian and gain further insight into the culture.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below.

Learning contexts and topics

Unit 3 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

| Learning contexts | Topics |
|--|--|
| The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people. | <i>Una vita in forma! (A healthy lifestyle)</i> Students reflect on how they maintain a well-balanced lifestyle: diet, exercise and healthy relationships. |
| The Italian-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language. | <i>Cosa fanno gli italiani per stare bene (How Italian-speakers stay healthy)</i> Students explore how Italian-speakers maintain a well-balanced lifestyle. |
| The changing world Students explore information and communication technologies and the effects of change and current issues in the global community. | <i>Un ritorno allo slow food (A return to slow food)</i> Students consider the positive influence of the Italian diet and lifestyle on the global community. |

Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments students are expected to respond to, and to produce, a range of text types in Italian from the list below.

- account
- advertisement
- announcement
- **article**
- blog posting
- cartoon
- chart
- conversation
- description
- diary entry
- **email**
- film or TV program (excerpts)
- form
- image
- interview
- itinerary
- journal entry
- letter
- map
- message
- note
- review
- role-play
- script – speech, interview, dialogue
- sign
- table

Refer to Appendix 2 for details of the features and conventions of the text types.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items:

| Grammatical items | Sub-elements |
|----------------------|---|
| Adjectives | demonstrative |
| Adverbs | ending in <i>-mente</i> |
| Prepositions | articulated |
| Pronouns | demonstrative |
| Verbs – moods/tenses | <i>avere</i> and <i>fare</i> expressions present perfect (past) tense continued future tense |

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

Consolidation of the sound and writing systems of Italian, and in particular:

- continued consolidation of understanding of phonology and orthography: phonological rules, such as elision and contractions, employed to make words easier to pronounce and language flow
- how English words that are used in Italian are treated in regard to grammar rules
- how to interpret phonetic symbols in dictionaries to pronounce new words.

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the Italian language and culture and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.