



Government of **Western Australia**  
School Curriculum and Standards Authority

# ITALIAN: SECOND LANGUAGE

ATAR COURSE

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Year 11 syllabus

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Important information**

This syllabus is effective from 1 January 2024.

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# Rationale

## The place of the Italian culture and language in Australia and in the world

Italian culture has played a central role in the formation of western civilisation. This role is evident in diverse fields, including the arts, politics, economics, philosophy, science and technology, architecture and gastronomy. The history of the Italian culture and language in Australia reflects this influence and also the history of Italian migration during the post-war period. While there had been small-scale migration in the previous century, the major migration of Italians to Australia began after the Second World War, reaching at its peak an average 18 000 people arriving each year in the decade 1951–1961. Most of the arrivals were from regions, such as Calabria, Sicily, Veneto and Campania. Their first language was a regional form of Standard Italian, a distinct regional language or a dialect of Italian. Only a minority were proficient in Italy's national language, Standard Italian, though most were partially familiar with it. The rich cultural diversity of Italy was mirrored in the language variations represented in the Italian community that established and grew into the largest non-English component of the Australian population. Italian-Australians are well represented in all domains of Australian life, including politics, law, the arts, education, sport, industry and entertainment.

Italian is currently the home language of approximately one million Australians who claim Italian ancestry. This constitutes the second largest community language group in Australia. It is an important international language, with millions of speakers around the world: a first language in Italy, the Vatican City, parts of Switzerland and San Marino; an official language of the European Union and of parts of Slovenia and Croatia; a major community language in several countries, such as Luxembourg, the USA, Canada, Brazil, Uruguay, Argentina, and parts of Africa formerly under Italian rule, such as Somalia, Libya and Eritrea. It is an important language in international commerce, economics and trade; a world language with particular dominance in specific domains, such as design, architecture, fashion, cuisine, wine industries, cinema, opera and the arts. In the contemporary world, Italian represents a fusion of traditional experience and contemporary style, taste and creativity. Australia has strong personal, cultural, political and trade connections with Italy. All over the country, Italian elements are evident in Australia's contemporary cosmopolitan life. As Italian is widely spoken in Australia, many opportunities exist to hear and use the language in real-life situations.

## The place of the Italian language in Australian education

Italian has been taught in Australian schools and universities since the 1930s. At this time, it was offered alongside French and German as a 'language of culture'. The language was valued as providing access to the rich literary, musical and artistic heritage of Italy. In addition to the presence of this academic learning of Italian in schools, the Italian community established extensive Saturday morning schools to provide for Italian language learning for their children.

In the 1980s, Italian learning and teaching in Australia increased significantly in primary schools as a result of policies supporting multiculturalism. The Italian community groups organised 'insertion' programs, weekend and afterhours classes. This coincided with a new emphasis in all language teaching on linking schools directly to their communities, and moving away from a traditional grammar/literature focus to more communicatively oriented programs, with a focus on learning the language for 'real' use and interaction. Italian continues to be widely taught in the primary years, with enrolments being second only to students learning Japanese.

## The nature of Italian language learning

Italian belongs to the Romance family of languages and is well-connected to its 'sibling' languages of Spanish, Portuguese and French. It has many commonalities and connections with English, sharing many Latin-derived words and operating with the same Roman alphabet. The meaning of many Italian words can be instantly recognised through their similarity to English, for example, *musica*, *dentista*, *professore*, although there are also 'false friends', for example, *eventualmente*, meaning possibly, not eventually. Over their shared history, Italian has influenced the English language significantly, with hundreds of Italian words commonly used in English. This means that many learners already have an aural sense of at least some of the sounds of the Italian language, and an awareness of some key cultural characteristics and influences. There are points of difference between Italian and English grammars, for example, variations in word order, tense use, absence of some articles and the gendering of nouns and adjectives, but overall the Italian language is not linguistically or culturally distant for English-speaking learners. It is a mostly phonetic language, pronounced generally as it is written, which is helpful especially in the development of listening and speaking skills. There is clear emphasis on all syllables, and intonation follows regular rhythms and patterns. As Italian is widely spoken in Australia many opportunities exist to hear and use the language in real-life situations as well as through Italian media in Australia and actual and virtual connections with Italian communities in Italy and beyond.

## The diversity of learners of Italian

Italian language programs in Australian schools are offered to a range of learners. Many are monolingual English speakers for whom learning Italian represents a first experience of learning a second language. Many others have existing connections with Italian, most directly as background Italian speakers, or as second or third generation Italian-Australians, or through professional, personal or other forms of cultural connection.

## The WACE Italian courses

In Western Australia, there are three Italian courses. The courses are differentiated; each focusing on a pathway that will meet the specific language learning needs of a particular group of senior secondary students. Within each of these groups, there are differences in proficiency in using the Italian language and cultural systems.

The following courses are available:

- Italian: Second Language ATAR
- Italian: Second Language General
- Italian: Background Language ATAR.

### **The Italian: Second Language ATAR course**

This course progresses from the Year 7–10 curriculum, and focuses on further developing a student's knowledge and understanding of the culture and the language of Italian-speaking communities. Students gain a broader and deeper understanding of the Italian language and extend and refine their communication skills.

The Italian: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Italy. The Italian: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community and to provide the foundation for life-long language learning.

This course is aimed at students for whom Italian is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They have typically learnt everything they know about the Italian language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied Italian for 200–400 hours at the commencement of Year 11 and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

For information on the Italian: Second Language General and the Italian: Background Language ATAR courses, refer to the course page on the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

### **Application for enrolment in a language course**

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an online application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

## Course outcomes

The Italian: Second Language ATAR course is designed to facilitate achievement of the following outcomes.

### Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

### Outcome 2 – Spoken interaction

Students communicate in Italian through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

### Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

### Outcome 4 – Writing

Students write a variety of texts in Italian.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.



## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1

This unit focuses on **Rapporti (Relationships)**. Through the three topics: *Rapporti in famiglia, tra gli amici e a scuola* (Family, friend and school relationships), *Le tradizioni, gli spettacoli e le feste* (Traditions, events and celebrations), and *Comunicare nel mondo moderno* (Communicating in a modern world), students further develop their communication skills in Italian and gain a broader insight into the language and culture.

#### Unit 2

This unit focuses on **Andiamo! (Travel – let's go!)**. Through the four topics: *Le vacanze - racconti e progetti* (My holiday tales and plans), *Destinazione Italia* (Destination Italy), *Destinazione Australia* (Destination Australia), and *Viaggiare oggi* (Travel in a modern world), students extend their communication skills in Italian and gain a broader insight into the language and culture.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

### Organisation of content

The course content is organised into five content areas:

- Learning contexts and topics
- Text types and textual conventions
- Linguistic resources
- Intercultural understandings
- Language learning and communication strategies.

These content areas should not be considered in isolation, but rather holistically as content areas that complement one another, and that are interrelated and interdependent.

#### Learning contexts and topics

Each unit is defined with a particular focus, three learning contexts and a set of topics. The learning contexts are:

- The individual
- The Italian-speaking communities
- The changing world.

Each learning context has a set of topics that promote meaningful communication and enable students to extend their understanding of the Italian language and culture. The placement of topics under one or more of the three learning contexts is intended to provide a particular perspective, or perspectives, on each of the topics.

### **Text types and textual conventions**

Text types are categories of print, spoken, visual, or audiovisual text, identified in terms of purpose, audience and features.

In learning a language, it is necessary to engage with, and produce, a wide variety of text types. Text types and textual conventions vary across languages and cultures and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and be provided with opportunities to practise them.

Textual conventions are the features, patterns and rules of texts which are determined by the text type, context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing, and responding. Students should be made aware of the defining characteristics of different texts.

In school-based assessments and the ATAR course examinations, students are expected to respond to, and to produce, a range of spoken and written text types in Italian. Text types for assessment and examinations are outlined in each unit, and textual conventions are defined in Appendix 2.

### **Linguistic resources**

Linguistic resources are the specific elements of language that are necessary for communication. Acquiring linguistic resources allows for the development of knowledge, skills and understandings relevant to the vocabulary, grammar and sound and writing systems of Italian.

As well as enabling communication, developing an understanding of the linguistic resources also enhances intercultural understandings, literacy skills and awareness of one's own language.

### **Intercultural understandings**

Intercultural understandings involve developing knowledge, awareness and understanding of one's own culture(s) and language(s), as well as that of the Italian-speaking world. The study of the learning contexts and topics, text types and textual conventions and linguistic resources, will enable the development of intercultural understandings which enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others.

The development of intercultural competence can be described as moving from a stage, where students are not aware of, or do not understand or practise cultural norms, to where cultural practices are so internalised that the student no longer notices them. It is not expected that second language learners will develop this degree of cultural competence without spending considerable time in-country. It is expected, however, that students will develop cultural self-awareness and become aware of cultural issues which govern speech and behaviour in Italian-speaking communities, and begin to apply these in order to communicate effectively.

## Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills, and enable further development of cognitive skills through thinking critically and analytically, solving problems, and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

## Progression from the Year 7–10 curriculum

The Year 7–10 Languages curriculum is organised through two interrelated strands: Communicating and Understanding. Communicating is broadly focused on using language for communicative purposes in interpreting, creating, and exchanging meaning, whereas Understanding involves examining language and culture as resources for interpreting and creating meaning. Together, these strands reflect three important aspects of language learning: performance of communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop the knowledge, understanding and skills to ensure students communicate in Italian, understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication.

## Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Italian: Second Language ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include:

- developing an ability to decode and encode from sound to written systems
- mastering of grammatical, orthographic, and textual conventions
- developing semantic, pragmatic, and critical literacy skills.

For learners of Italian, literacy development in the language also extends literacy development in their first language and English.

### Numeracy

Learning languages affords opportunities for learners to develop, use and understand, patterns, order and relationships, to reinforce concepts, such as number, time, and space, in their own and in different cultural and linguistic systems.

### **Information and communication technology capability**

Information and communication technology (ICT) extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

### **Critical and creative thinking**

As students learn to interact with people from diverse backgrounds, and as they explore and reflect critically, they learn to notice, connect, compare, and analyse aspects of the Italian language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

### **Personal and social capability**

Learning to interact in a collaborative and respectful manner is a key element of personal and social competence. Recognising that people view and experience the world in different ways is an essential aspect of learning another language.

### **Ethical understanding**

In learning a language, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving the world.

### **Intercultural understanding**

Learning a language involves working with, and moving between, languages and cultures. This movement between languages and cultures is what makes the experience intercultural. Intercultural understandings is one of the five content areas of this course.

## **Representation of the cross-curriculum priorities**

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Italian: Second Language ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### **Aboriginal and Torres Strait Islander histories and cultures**

Learning Italian provides opportunities to develop an understanding of concepts related to language and culture in general and make intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages.

### **Asia and Australia's engagement with Asia**

In learning Italian, students may engage with a range of texts and concepts related to:

- Asia and Australia's engagement with Asia
- languages and cultures of Asia
- people of Asian heritage within Australia.

### **Sustainability**

In learning Italian, students may engage with a range of texts and concepts related to sustainability, such as:

- the environment
- conservation
- social and political change
- how language and culture evolve.

# Unit 1

## Unit description

The focus for this unit is **Rapporti (Relationships)**. Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Italian and gain a broader insight into the language and culture.

## Unit content

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

### Learning contexts and topics

Unit 1 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  |
|---|---|
| <p><b>The individual</b></p> <p>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.</p>  | <p><b><i>Rapporti in famiglia, tra gli amici e a scuola (Family, friend and school relationships)</i></b></p> <p>Students reflect on the different relationships in their lives and consider the importance of friendship in their lives and the lives of young Italians.</p> |
| <p><b>The Italian-speaking communities</b></p> <p>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.</p> | <p><b><i>Le tradizioni, gli spettacoli e le feste (Traditions, events and celebrations)</i></b></p> <p>Students explore Italian traditions, events and celebrations, and how these promote a sense of community and an awareness of culture.</p>                              |
| <p><b>The changing world</b></p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p>   | <p><b><i>Comunicare nel mondo moderno (Communicating in a modern world)</i></b></p> <p>Students consider how the internet, mobiles, social networking and other technologies impact on the lives of young people around the world.</p>  |

## 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
- discussion
- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- 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           | possessive   |
| Adverbs              | quantity/time – <i>molto, poco, troppo, spesso, qualche volta, ieri, prima, dopo</i><br>formation – <i>mente</i> |
| Nouns                | gender, number and invariable forms  |
| Prepositions         | prepositional phrases  |
|                      | verb + preposition   |
|                      | preposition + infinitive verb  |
| Pronouns             | direct object – with infinitive and simple tenses  |
| Verbs – moods/tenses | use of <i>piacere</i>  |
|                      | <i>avere</i> and <i>fare</i> expressions   |
|                      | present tense  |
|                      | present perfect (past) tense   |
|                      | modal verbs – <i>dovere, potere, volere</i>  |

Refer to Appendix 3 for elaborations of grammatical items.

**Sound and writing systems**

Development and consolidation of the sound and writing systems of Italian.

**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.

## Unit 2

### Unit description

The focus for this unit is **Andiamo! (Travel – let’s go!)**. Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Italian and gain a broader insight into the language and culture

### Unit content

This unit builds on the content covered in Unit 1.

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

### Learning contexts and topics

Unit 2 is organised around three learning contexts and a set of four 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  |
|---|---|
| <p><b>The individual</b></p> <p>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.</p>  | <p><b><i>Le vacanze - racconti e progetti (My holiday tales and plans)</i></b></p> <p>Students reflect on their own holiday tales and discuss what is essential when planning a trip and travelling at home and/or abroad.</p> <p><b><i>Destinazione Italia (Destination Italy)</i></b></p> <p>Students explore travelling in a particular Italian region or city and explore tourist attractions and cultural experiences.</p> |
| <p><b>The Italian-speaking communities</b></p> <p>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.</p> | <p><b><i>Destinazione Australia (Destination Australia)</i></b></p> <p>Students explore Australia as a destination for Italian-speaking travellers and discuss how they would prepare an Italian speaker for a trip to Australia.</p>   |
| <p><b>The changing world</b></p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p>   | <p><b><i>Viaggiare oggi (Travel in a modern world)</i></b></p> <p>Students consider how technology is changing world travel, influencing how people plan their holidays and communicate while they are away.</p>  |



## 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
- discussion
- email
- film or TV program (excerpts)
- form
- image
- interview
- journal entry
- letter
- map
- message
- note
- plan
- review
- script – speech, interview, dialogue
- sign
- summary
- 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           | comparative and relative superlative – regular forms |
| Articles             | partitive  |
| Prepositions         | articulated  |
| Pronouns             | direct object – with compound tenses                 |
|                      | indirect object                                      |
|                      | use of <i>ne</i> and <i>ci</i>                       |
|                      | use of impersonal <i>si</i>                          |
| Verbs – moods/tenses | future tense   |
|                      | imperfect tense                                      |
|                      | conditional mood – singular forms                    |

Refer to Appendix 3 for elaborations of grammatical items.

## **Sound and writing systems**

Development and consolidation of the sound and writing systems of Italian.

## **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.

## School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Italian: Second Language ATAR Year 11 syllabus and the weighting for each assessment type.

### Assessment table – Year 11

| Type of assessment   | Weighting |
|--|-----------|
| <p><b>Oral communication</b></p> <p>Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Italian. This can involve participating in an interview, a conversation and/or a discussion. Typically these tasks are administered under test conditions.</p>   | 20%       |
| <p><b>Response: Listening</b></p> <p>Comprehension and interpretation of, and response in English to, a range of Italian spoken texts, such as interviews, announcements, conversations and/or discussions. Typically these tasks are administered under test conditions.</p>  | 15%       |
| <p><b>Response: Viewing and reading</b></p> <p>Comprehension and interpretation of, and response in English to, a range of Italian print and/or audiovisual texts, such as emails, blog postings, films/television programs (excerpts), letters, reviews and/or articles. Typically these tasks are administered under test conditions.</p>  | 15%       |
| <p><b>Written communication</b></p> <p>Production of written texts to express information, ideas, opinions and/or experiences in Italian. This can involve responding to a stimulus, such as a blog posting, an email and/or a chart, or writing a text, such as a journal/diary entry, an account, a review, a summary and/or an email. Typically these tasks are administered under test conditions.</p> | 20%       |
| <p><b>Practical (oral) examination</b></p> <p>Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p>  | 10%       |
| <p><b>Written examination</b></p> <p>Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p>   | 20%       |

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

## Grading

Schools report student achievement in terms of the following grades:

| Grade | Interpretation           |
|-------|--------------------------|
| A     | Excellent achievement    |
| B     | High achievement         |
| C     | Satisfactory achievement |
| D     | Limited achievement      |
| E     | Very low achievement     |

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Italian: Second Language ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

## Appendix 1 – Grade descriptions Year 11

|   |   |
|---|---|
| A | <p><b>Written production</b></p> <p>Responds with relevant and detailed information, ideas and/or opinions when writing about a range of topics.</p> <p>Provides responses that use a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Writes cohesive and well-structured texts that show clear development and connection of ideas.</p> <p>Applies the conventions of text types.</p>                 |
|   | <p><b>Oral production</b></p> <p>Communicates effectively across a range of topics.</p> <p>Comprehends almost all questions and responds with relevant information and/or opinions.</p> <p>Provides responses that are clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Speaks with mostly accurate pronunciation.</p>  |
|   | <p><b>Comprehension</b></p> <p>Accurately extracts and processes information from a variety of texts across a range of topics. Provides relevant details.</p> <p>Provides accurate responses to literal questions and mostly accurate responses to inferential questions.</p> <p>Uses a dictionary effectively, resulting in appropriate interpretation of text.</p>  |
| B | <p><b>Written production</b></p> <p>Responds with mostly relevant information, ideas and/or opinions, including some detail, when writing about a range of topics.</p> <p>Provides responses that use a range of familiar vocabulary, grammatical items and sentence structures with some inaccuracies that usually do not affect meaning.</p> <p>Writes structured texts that show clearly developed ideas.</p> <p>Applies most of the conventions of text types.</p>                        |
|   | <p><b>Oral production</b></p> <p>Communicates effectively in most instances across a range of topics.</p> <p>Comprehends most questions and responds in some detail with relevant information and/or opinions.</p> <p>Provides responses that are mostly clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and simple and complex sentence structures with some inaccuracies that, at times, affect meaning.</p> <p>Speaks with reasonably accurate pronunciation.</p> |
|   | <p><b>Comprehension</b></p> <p>Extracts and processes information from a variety of texts across a range of topics. Provides some relevant details.</p> <p>Provides mostly accurate responses to literal questions and some accurate responses to inferential questions.</p> <p>Uses a dictionary mostly effectively; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>  |

|   |   |
|---|---|
| C | <p><b>Written production</b></p> <p>Responds with mostly relevant information and/or opinions.<br/>Includes some detail, when writing about familiar topics and may include irrelevant content when writing about less familiar topics.<br/>Provides responses that use well-rehearsed language, familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that sometimes affect meaning.<br/>Writes simple texts that show some structure and development of ideas.<br/>Applies some of the conventions of text types.</p>  |
|   | <p><b>Oral production</b></p> <p>Provides some information and/or opinions.<br/>Comprehends familiar questions; however, for complex questions may require time to process, or rephrasing and support from the other speaker.<br/>Provides brief responses that are reasonably clear, relying on well-rehearsed language.<br/>Uses a range of vocabulary, grammatical items and simple and complex sentence structures with inaccuracies that, at times, affect meaning.<br/>Makes errors in pronunciation that, at times, may result in the meaning not being clear.</p>                         |
|   | <p><b>Comprehension</b></p> <p>Extracts and processes some information from a variety of texts. Provides limited details.<br/>Provides responses to literal questions that are mostly accurate, but responses to inferential questions are frequently incorrect or incomplete.<br/>Uses a dictionary with reasonable accuracy; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>   |
| D | <p><b>Written production</b></p> <p>Responds with simple information and/or opinions when writing about familiar topics.<br/>Includes limited detail and/or irrelevant content.<br/>Provides responses that use well-rehearsed, simple language and short sentences.<br/>Develops responses which are frequently repetitive and disjointed, and the basic rules of grammar are inaccurately applied.<br/>Writes simple texts that show some basic organisation of information or ideas.<br/>Applies the conventions of text types inconsistently.</p>   |
|   | <p><b>Oral production</b></p> <p>Provides some simple information and/or opinions.<br/>Falls silent due to lack of comprehension and time required to construct responses.<br/>Requires frequent support from the other speaker to sustain conversation.<br/>Provides brief responses that are characterised by single words and fragmented sentences or English.<br/>Uses a limited range of vocabulary, grammatical items and sentence structures with frequent inaccuracies that often affect meaning.<br/>Makes errors in pronunciation that often result in the meaning not being clear.</p> |
|   | <p><b>Comprehension</b></p> <p>Extracts insufficient and/or irrelevant information from texts.<br/>Provides responses that are frequently incomplete or irrelevant.<br/>Uses a dictionary with limited accuracy, frequently selecting the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>  |
| E | <p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>  |

## Appendix 2 – Text type list

This list is provided to enable a common understanding of the text types listed in the syllabus.

| Text Type            | Definition   |
|----------------------|--|
| <b>Account</b>       | In both spoken and written form, accounts retell something that happened: a story. Accounts have a title and are often in the first person. They describe a series of events or experiences, are often presented in a logical manner and at the conclusion there may be a resolution. Language is either formal or informal, with time words used to connect ideas, and action words used to describe events.  |
| <b>Advertisement</b> | Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form.  |
| <b>Announcement</b>  | In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register, but may also be in informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence.   |
| <b>Article</b>       | Articles consist of a section of text from a newspaper, a magazine, a web page, or other publication. Typically, articles have a title that indicates the content. They are usually in a formal register and the language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Within an article, ideas or opinions are developed. Articles often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly, or can be modified to make the language more accessible for students. |
| <b>Blog posting</b>  | Web logs (blogs) are basically journals that are available on the World Wide Web. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. Typically, blogs combine text, images, and link to other blogs, web pages, and other media related to their topic. Students will generally be required to write a response to a blog (a posting). Postings can sometimes use a formal register, but may also be in informal or colloquial register. The language in a blog posting can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.  |
| <b>Cartoon</b>       | Cartoons or comic strips represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a cartoon or comic strip can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context and may involve a range of tenses. A cartoon or comic strip may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution.  |
| <b>Chart</b>         | Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and they contain key words that readers are looking for. They are usually in a formal register.   |

| Text Type                            | Definition   |
|--------------------------------------|--|
| <b>Conversation</b>                  | In both spoken and written form, conversations often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of conversations will often depend on the context and relationship between participants.  |
| <b>Description</b>                   | Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article, etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.                                  |
| <b>Diary entry</b>                   | Diary entries record personal reflections, comments, information or experiences of the writer. The language of diary entries should generally be informal and colloquial and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.  |
| <b>Discussion</b>                    | In both spoken and written form, discussions are used to present different ideas and opinions on a particular issue or topic. They often use a formal register, but may also be informal. The language of discussions uses comparison and contrast words, linking words, and language that indicates judgements and values.  |
| <b>Email</b>                         | The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning, or a signature at the end, they should have both in assessment usage in order to indicate more clearly the context of the message.  |
| <b>Film or TV program (excerpts)</b> | Excerpts are segments taken from a longer work of a television program or a film. They are often used to illustrate and strengthen understanding of a topic, provide a description of characters and settings, or present a series of events in a logical progression. Depending on the context, excerpts may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive, or persuasive. |
| <b>Form</b>                          | Forms contain a series of questions asked of individuals to obtain information about a given position, focus or topic, etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses, and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, for example, for a job.         |
| <b>Image</b>                         | Images can frequently be used on their own, as they communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.   |



| Text Type            | Definition   |
|----------------------|--|
| <b>Interview</b>     | In both spoken and written form, interviews often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of interviews will often depend on the context and relationship between participants.  |
| <b>Journal entry</b> | Journal entries record personal reflections, comments, information, or experiences of the writer. The language of journal entries should generally be informal and colloquial, and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.  |
| <b>Letter</b>        | Formal letters are written communication in formal contexts to convey/request information, to lodge a complaint, or to express an opinion. The layout of a formal letter must include the date, the address of sender and recipient, and a formal greeting and phrase of farewell. The language should be in formal register and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language and a logical and cohesive sequence of ideas. Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter; possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, sentence structure often less complex than in formal letters, and a logical and cohesive sequence of ideas. |
| <b>Map</b>           | Maps are a form of symbolisation, governed by a set of conventions that aim to instruct, inform or communicate a sense of place. Maps are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator. They can be reproduced directly or can be modified to make the language more accessible for students.   |
| <b>Message</b>       | In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone, or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.  |
| <b>Note</b>          | Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.  |

| Text Type                                   | Definition  |
|---|---|
| <b>Plan</b>                                 | Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources, used to achieve an objective. Plans provide specific details, and depending on the context, may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive.<br>Plans can also be a form of symbolisation, governed by a set of conventions, that aim to instruct, inform or communicate a sense of place. Plans are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator. |
| <b>Review</b>                               | Reviews are evaluations of publications, such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.   |
| <b>Script – speech, interview, dialogue</b> | Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, is followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The language level of scripts will often depend on the context and relationship between participants.  |
| <b>Sign</b>                                 | Signs convey a meaning. They present factual information about an object, a situation that exists, or an event that is about to occur. Signs use a formal register and are most often in graphic form.  |
| <b>Summary</b>                              | Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal.  |
| <b>Table</b>                                | Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. Tables are typically graphical, containing very little text; however, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.  |

## Appendix 3 – Elaborations of grammatical items

Elaborations are examples that accompany the grammatical items and sub-elements. They are intended to assist teachers to understand what is to be taught. They are not intended to be complete or comprehensive, but are provided as support only.

| Unit 1               |  |   |
|----------------------|--|---|
| Grammatical items    | Sub-elements   | Elaborations  |
| Adjectives           | possessive   | <i>Non posso stare senza il mio cellulare.<br/>Mia sorella si chiama Adele.</i>   |
| Adverbs              | quantity/time – <i>molto, poco, troppo, spesso, qualche volta, ieri, prima, dopo</i><br>formation – <i>mente</i> | <i>Andiamo spesso al cinema.<br/>Marco parla troppo!<br/>La nonna cammina lentamente.</i>   |
| Nouns                | gender, number and invariable forms  | <i>La classe va in gita domani.<br/>Gli sport preferiti degli italiani sono il calcio e lo sci!</i>   |
| Prepositions         | prepositional phrases  | <i>Andiamo a casa di Marta per studiare.<br/>Senza di lui non possiamo andare.</i>  |
|                      | verb + preposition   | <i>Andiamo in vacanza.<br/>Gioco a calcio.</i>  |
|                      | preposition + infinitive verb  | <i>Sono venuti a trovare Marco.</i>   |
| Pronouns             | direct object – with infinitive and simple tenses  | <i>Speriamo di vederlo stasera.<br/>Perché non li inviti? È una buona idea invitarli.</i>   |
| Verbs – moods/tenses | use of <i>piacere</i>  | <i>Mi piace ballare. Ti piace?<br/>A David piacciono i film gialli. Ti piacciono?</i>   |
|                      | <i>avere</i> and <i>fare</i> expressions   | <i>Abbiamo bisogno d'aiuto!<br/>Dopo scuola mi piace fare una passeggiata con la mia amica.<br/>Le mie amiche non vanno sempre d'accordo.</i>   |
|                      | present tense  | <i>Invidiano un messaggio agli amici.<br/>Domani vado al cinema, non vado a scuola.<br/>Da quanto tempo studi l'italiano? Lo studio da tre anni.<br/>Mi alzo tutti i giorni alle sei.</i> |
|                      | present perfect (past) tense   | <i>Sabato sono andata in città e ho comprato un nuovo cellulare.<br/>I miei nonni sono nati in Cina.<br/>La festa è finita alle undici.<br/>Mi sono divertita con gli amici di Sara.</i>  |
|                      | modal verbs – <i>dovere, potere, volere</i>  | <i>Devo incontrare Marta dopo scuola.<br/>Vuoi venire con me?<br/>Non sono potuti partire.</i>  |

| Unit 2               |   |   |
|----------------------|---|---|
| Grammatical items    | Sub-elements  | Elaborations  |
| Adjectives           | comparative and relative<br>superlative – regular forms | <i>Perth è bella come Roma.</i><br><i>L'Italia è più piccola dell'Australia.</i><br><i>I film italiani sono meno famosi di quelli americani.</i><br><i>Il caffè italiano è famosissimo.</i> |
| Articles             | partitive   | <i>Vorrei qualche consiglio su cosa vedere a Perth.</i><br><i>Parli un po' d'italiano?</i><br><i>Abbiamo visto dei coccodrilli a Darwin.</i>  |
| Prepositions         | articulated   | <i>Per le vacanze vado a sciare sulle Alpi.</i><br><i>L'anno prossimo andrà negli Stati Uniti.</i><br><i>Bisogna chiederlo al professore.</i>   |
| Pronouns             | direct object – with compound tenses                    | <i>Marina? Non l'ho vista oggi, forse la chiamo più tardi.</i>  |
|                      | indirect object   | <i>Me l'hai detto ieri? Non mi ricordo!</i><br><i>Gli telefono tutte le mattine.</i>  |
|                      | use of <i>ne</i> and <i>ci</i>                          | <i>Ne ho comprati cinque.</i><br><i>Ci sono andata.</i>   |
|                      | use of impersonal <i>si</i>                             | <i>Ci si divertiva nella classe d'italiano.</i><br><i>Come si dice 'ferry' in italiano?</i>   |
| Verbs – moods/tenses | future tense  | <i>Quando tornerà Paolo?</i><br><i>Mercoledì alle 10:30 saremo a Milano.</i><br><i>Se finirò i compiti prima del weekend, potrò uscire con gli amici.</i>                                   |
|                      | imperfect tense   | <i>Quando ero piccolo, andavo spesso al mare.</i><br><i>Volevamo andare in Italia.</i>  |
|                      | conditional mood – singular forms                       | <i>Io preferirei mangiare la pizza.</i><br><i>Che cosa ti piacerebbe vedere?</i>  |

### Assumed learning

Before commencing the study of Unit 1 and Unit 2, it is assumed that students have, through prior experience or study, already acquired an understanding of the following Italian grammatical items:

| Grammatical items | Sub-elements  | Elaborations  |
|-------------------|---|---|
| Adjectives        | regular and common irregular                          | <i>Preferisco la musica moderna.</i><br><i>Il mio amico è molto intelligente.</i>     |
|                   | position and agreement                                | <i>Anna è una cara amica.</i><br><i>I miei amici sono sportivi.</i>                   |
|                   | superlative – using <i>-issimo</i> , <i>molto</i>     | <i>Kings Park è grandissimo e molto bello.</i>  |
|                   | demonstrative   | <i>Questo ragazzo è più alto di quella ragazza.</i>                                   |
|                   | possessive  | <i>Non posso stare senza il mio cellulare.</i><br><i>Mia sorella si chiama Adele.</i> |
| Adverbs           | quantity – <i>molto</i> , <i>poco</i> , <i>troppo</i> | <i>I giovani italiani studiano troppo.</i><br><i>C'è molto da fare a Rottneest.</i>   |

| Grammatical items     | Sub-elements  | Elaborations  |
|-----------------------|---|---|
| Articles              | definite  | <i>il, lo, l', la, l', gli, i, le</i>   |
|                       | use/omission with titles and days of the week               | <i>Il signor Bellucci è un bravo cuoco.<br/>Buon giorno, professore Bianchi.<br/>Lunedì comincia la scuola.<br/>Il giovedì faccio il nuoto.</i>                             |
|                       | indefinite  | <i>un, uno, una, un'</i>  |
| Conjunctions          | <i>e, con, ma</i>   | <i>Il lunedì mi alzo presto e vado subito in piscina.<br/>Ivo va al cinema ma io non voglio andare.</i>   |
| Negation              | <i>non</i>  | <i>Non esco il venerdì sera.</i>  |
|                       | negative expressions  | <i>Non vado mai al cinema.<br/>Non parlo più faccia a faccia.</i>   |
| Nouns                 | gender  | <i>Il giorno, la lettura, la televisione, l'autore</i>  |
|                       | Number – singular, plural, irregular, invariable            | <i>Il braccio/le braccia, l'uovo/le uova, l'uomo/gli uomini, la città/le città, il film/i film, la radio/le radio, la mano/le mani</i>                                      |
| Numerical expressions | date  | <i>Venerdì, l'otto febbraio.</i>  |
|                       | time  | <i>Che ora è? Che ore sono?<br/>È l'una.</i>  |
| Prepositions          | simple – verb + preposition, preposition + infinitive verb  | <i>Parlo con Alice ogni giorno su Skype.<br/>Loro sono spagnoli, vengono da Madrid.</i>   |
|                       | articulated – with places                                   | <i>Oggi io vado al cinema ma mio fratello va alla partita.</i>  |
| Pronouns              | subject   | <i>io, tu, lui, lei, noi, voi, loro</i>   |
|                       | reflexive   | <i>mi, ti, si, ci, vi, si</i>   |
| Verbs – moods/tenses  | imperative mood   | <i>Gira a sinistra!<br/>Non fumare!</i>   |
|                       | infinitives   | <i>Siamo pronti per uscire.</i>   |
|                       | present tense – regular, common irregular, common reflexive | <i>Io sono australiano e abito a Perth.<br/>Domani è il mio compleanno, non vado a scuola.<br/>Preferisco il football australiano.<br/>Mi alzo tutti i giorni alle sei.</i> |
|                       | present perfect tense-common regular and irregular verbs    | <i>Ho fatto il nuoto stamattina.<br/>Siamo andati in piscina ieri.</i>  |