



## Year 10 Italian

### Recommendation

Year 10 Italian is designed as a continuer course and a Sound Achievement (C) or above in Year 9 Italian is strongly recommended. In the event that a student has Italian Language ability but has not previously undertaken formal study, a diagnostic test must be conducted to determine a student's suitability to engage with the subject.

### Achievement

Under the Australian Curriculum, the standards below are for years 9 and 10 Italian studies.

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 and local world and about broader issues of personal significance. They communicate thoughts and opinions; make comparisons and contrasts, and offer reasons for points of view, opinions and preferences. They express desires and plans for the future. They give presentations and formulate and respond to a range of questions. They interpret 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; describe and relate episodes in time and qualify statements. They use simple subject–verb–object constructions, extending or qualifying their message by 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.

Students use metalanguage to analyse and discuss features of language choice and use and cultural practice. They analyse 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 explain how Italian language use varies according to context, purpose and mode. They identify social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia. They identify particular issues relating to translating between Italian and English, such as words with similar meanings and false friends, and identify 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 demonstrate understanding of the role of language and culture in shaping experience, and the ways in which their own experiences shape their identity.

### Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Communicating in target language** in a variety of contexts
- **Understanding** the culture of the target language and the systems, variations and roles of languages, in contexts

### Delivery (mode, time requirements, lessons)

Lessons are delivered via an online platform. Students have access to scheduled lessons each week. Students are required to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

### Student Requirements

Computer, access to internet, email, printer, scanner, headset with microphone, exercise book, stationery, Italian-English bi-lingual dictionary.

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Units and Learning Experiences, Summative Assessment, Criteria Assessed, Approximate timing/due date of summative assessment		
<b>Semester 1</b>	<b>Term 1</b>	<p><b>Unit 1. Vacanze e Viaggi – Holidays and Travel</b> This unit focuses on holidays and travel experiences. Students explore popular holiday destinations in Italy and Australia for different types of travellers. They reflect on memorable holidays and holiday experiences from their own lives. Students examine ways in which travel has changed over the years.</p> <p>Intercultural: Popular Italian / Australian destinations; impact of the global pandemic on travel.</p>
	<p><b>Summative assessment type and criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• <b>Collection of work:</b> Writing, speaking, analysing</li> </ul>	
<b>Semester 1</b>	<b>Term 2</b>	<p><b>Unit 2. Biografie – Life Stories</b> This unit focuses on life stories. Students examine a range of life stories and memoirs of Italian and Australian people. They personally reflect on childhood pets, memories of homes, schools and teachers. Students interview a person and write their biography in Italian.</p> <p>Intercultural: Italian childhood experiences; reading memoirs and stories of well-known Italians.</p>
	<p><b>Summative assessment type and criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• <b>Collection of work:</b> writing, speaking and translating</li> </ul>	
<b>Semester 2</b>	<b>Term 3</b>	<p><b>Unit 3. Ambiente - How do we Care for the Environment?</b> In this unit, students explore different perspectives on a range of environmental and animal conservation issues in Australia and Italy. Students examine the benefits and drawbacks of the 'Life Ursus' project in northern Italy, a project which re-introduced the brown bear in the Italian Alps. They reflect on personal actions and behaviours that can be changed in order to care for the environment in a more effective way. Students choose a personal project to complete and reflect upon it in Italian.</p> <p>Intercultural: differentiated recycling in Italy; Italian environmental projects and initiatives.</p>
	<p><b>Summative assessment type and criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• <b>Collection of work:</b> bilingual text; speaking, reflecting</li> </ul>	
<b>Semester 2</b>	<b>Term 4</b>	<p><b>Unit 4. Migliori lavori – Best jobs</b> Students explore the concept of 'working'. They reflect on personal strengths and abilities and how these can be utilised in the workplace. Students examine their plans for the future and areas of interest. They explore career dreams, aspirations and the world of work and compare senior high school in Italy and Australia. Students investigate a number of interesting and unusual Italian jobs.</p> <p>Intercultural: schooling in Italy; youth (un)employment in Italy</p>
	<p><b>Summative assessment type and criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• <b>Collection of work:</b> speaking, reading, analysing, writing</li> </ul>	

**Disclaimer** All of the above information is accurate at the time of publication.