Italian

Victorian Certificate of Education Study Design

Victorian Curriculum and Assessment Authority
2004
Latoya Barton
The sunset (detail)
from a series of twenty-four
9.0 x 9.0 cm each, oil on board

Tarkan Erturk
Visage (detail)
201.0 x 170.0 cm
synthetic polymer paint, on cotton duck

Liana Raschilla
Teapot from the Crazy Alice set
19.0 x 22.0 x 22.0 cm
earthenware, clear glaze, lustres

Nigel Brown
Untitled physics (detail)
90.0 x 440.0 x 70.0 cm
composition board, steel, loudspeakers, CD player, amplifier, glass

Kate Woolley
Sarah (detail)
76.0 x 101.5 cm, oil on canvas

Chris Ellis
Tranquility (detail)
35.0 x 22.5 cm
gelatin silver photograph

Christian Hart
Within without (detail)
digital film, 6 minutes

Kristian Lucas
Me, myself, I and you (detail)
56.0 x 102.0 cm
oil on canvas

Merryn Allen
Japanese illusions (detail)
centre back: 74.0 cm, waist (flat): 42.0 cm
polyester cotton

Ping (Irene Vincent)
Boxes (detail)
colour photograph

James Atkins
Light cascades (detail)
three works, 32.0 x 32.0 x 5.0 cm each
glass, fluorescent light, metal

Tim Joiner
14 seconds (detail)
digital film, 1.30 minutes

Lucy McNamara
Precariously (detail)
156.0 x 61.0 x 61.0 cm
painted wood, oil paint, egg shells, glue, stainless steel wire
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Summary of outcomes and assessment tasks

Advice for teachers
- Developing a course
- Use of information and communications technology
- Key competencies and employability skills
- Learning activities
- Main characteristics of common text types
- Main characteristics of different kinds of writing
- Suitable resources
IMPORTANT INFORMATION

Accreditation period
Units 1 and 2: 2005–2018
Units 3 and 4: 2005–2019
The accreditation period for Units 3 and 4 has been extended until 31 December 2019.

Other sources of information
The VCAA Bulletin is the only official source of changes to regulations and accredited studies. The
VCAA Bulletin, including supplements, also regularly includes advice on VCE studies. It is the
responsibility of each VCE teacher to refer to each issue of the VCAA Bulletin. The VCAA Bulletin is
sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment
Authority’s website at www.vcaa.vic.edu.au

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum
and Assessment Authority publishes an assessment handbook that includes advice on the assessment
tasks and performance descriptors for assessment.

The current year’s VCE and VCAL Administrative Handbook contains essential information on
assessment and other procedures.

VCE providers
Throughout this study design the term ‘school’ is intended to include both schools and other VCE
providers.

Photocopying
VCE schools only may photocopy parts of this study design for use by teachers.
Introduction

THE LANGUAGE

The language to be studied and assessed is the modern standard version of Italian. Students are expected to know that dialects exist, but they are not required to study them.

RATIONALE

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Italian develops students’ ability to understand and use a language which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication.

A knowledge of Italian in conjunction with other skills can provide employment opportunities in areas such as tourism, social services, banking, commerce, and translating and interpreting.

AIMS

This study is designed to enable students to:

• use Italian to communicate with others;
• understand and appreciate the cultural contexts in which Italian is used;
• understand their own culture(s) through the study of other cultures;
• understand language as a system;
• make connections between Italian and English, and/or other languages;
• apply Italian to work, further study, training or leisure.
STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

ENTRY

There are no prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Italian is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Units 1 to 4 are designed to be of an appropriate standard for the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the VCAA Bulletin. The VCAA Bulletin is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the VCAA Bulletin.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of Italian to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the VCE and VCAL Administrative Handbook. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.
KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian Information Privacy Act 2000 and Health Records Act 2001, and the federal Privacy Act 1988 and Copyright Act 1968 must be met.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.
Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers need to refer to the current year’s VCE and VCAL Administrative Handbook for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.
**Units 3 and 4**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Italian the student’s level of achievement will be determined by school-assessed coursework and two end-of-year examinations. The Victorian Curriculum and Assessment Authority will report the student’s level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year’s *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Italian are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*: oral component 12.5 per cent
  written component 37.5 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

*A single grade is awarded.*
Units 1–4: Common areas of study

The areas of study for Italian comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

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

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 23 and 24.
PREScribed THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual

• Personal world
  For example, who am I, my past, my memories, adolescence, relationships with family and friends.

• Health and leisure
  For example, pastimes, part-time work, sport, healthy lifestyles, physical and mental well-being.

• Education and aspirations
  For example, school, my ambitions, vocational pathways.

The Italian-speaking communities

• Historical perspectives
  For example, past historical eras, the Risorgimento, twentieth-century Italy, history of migration to Australia post-WWII, contribution of Italians in Australia, the European Union.

• Lifestyle in Italy and abroad
  For example, Italian passions (coffee, soccer, love, music and pasta), youth/the elderly, customs and traditions, Carnevale, comparison between leisure pursuits in Italy and Australia, comparison between education in Italy and Australia.

• Arts and entertainment
  For example, film, opera and contemporary music, architecture and art, literature, media, dance.

• Social and contemporary issues
  For example, unemployment, immigration to Italy, changes in the roles of men and women, youth, racism, the environment.

The changing world

• The world of work
  For example, balancing work and leisure, changes in the roles of men and women in the workforce, types of work/jobs, jobs of the future, career pathways.

• Technology
  For example, the 'Global Village', social effects of technology, the Internet, multimedia, mobile phones.

• Trade and commerce
  For example, importance of the Italian language in the Australian work environment, contribution of Italians in Australia, trade and the global economy.

• Tourism and hospitality
  For example, environmental issues, the European Union, travelling in Italy, Italian tourism in Australia.

Note: **Bold** = Prescribed themes, *Bold Italic* = Prescribed topics, *Italic* = Suggested sub-topics.

TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program. (Characteristics of some text types are set out in the Advice for Teachers section.)

- Advertisement
- Announcement*
- Article* (newspaper, magazine)
- Biographical extract
- Brochure
- Chart/Table/Graph
- Commentary
- Conversation*
- Discussion*
- Documentary
- Editorial
- Email
- Film
- Form
- Formal letter*
- Horoscope
- Informal letter*
- Instruction
- Interview
- Invitation*
- Itinerary*
- Journal entry*
- List
- Map
- Menu
- News item*
- Note/Message/Memo*
- Novel
- Personal profile*
- Play
- Poem
- Postcard*
- Presentation
- Public notice*
- Recipe
- Report*
- Résumé*
- Review*
- Script* (speech, report, sketch)
- Song
- Story*
- Summary*
- Survey
- Timetable
- Weather forecast
- Web page

December 2018
KINDS OF WRITING

The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative and evaluative. (Details of each kind of writing are published in the Advice for Teachers section.)

VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 31, and published annually in the VCE and VCAL Administrative Handbook.

GRAMMAR

The student is expected to recognise and use the following grammatical items:

Nouns
- regular forms, gender and number
- common irregular forms (singular and plural)
- compound nouns, e.g. l’altoparlante, il portafoglio
- invariable forms in the plural, e.g. la città, le città, il film, i film
- †use of suffixes and prefixes, e.g. †sorellina, inutile

Articles
- definite, indefinite articles, use of all forms and their omissions
- omission or inclusion of definite articles with titles
- inclusion of definite articles before nouns used in a general or abstract sense, e.g. la vita
- partitive articles (some, any), e.g. di + definite article

Adjectives
- regular formation
- agreement with nouns
- position of adjectives
- common irregular adjectives
- adjectives that commonly precede nouns, e.g. primo, ultimo, buono, bello, giovane, vecchio, altro, stesso, molto, poco, grande, piccolo
- demonstrative adjectives, e.g. questo, quello
- possessive adjectives – form and uses, including their use before terms indicating family relationships
- indefinite adjectives, e.g. ogni, qualche, qualsiasi, qualsunque, ciascuno, nessuno, altro, molto, alcuno
- interrogative adjectives, e.g. che? quale? quanto?
- comparative and superlative forms, regular and irregular
- irregular comparison, e.g. -issimo
Adverbs
- formation of adverbs
- position of adverbs
- classes or adverbs (manner, place, time, quantity)
- adverbial phrases, e.g. all’improvviso, poco fa, nel frattempo, d’ora in poi, in ritardo, fra poco, qui vicino
- comparative and superlative forms, regular, and irregular types, e.g. meglio, peggio, bene, benissimo
- use of such adverbs as ‘molto’, ‘poco’, ‘troppo’

Pronouns
- personal pronouns – subject, direct object, indirect object
  use and position of personal pronouns
  personal pronouns and apostrophe, e.g. l’ho visto
  personal pronouns and past participle, e.g. l’ho comprato/li ho comprati
  combined pronouns, e.g. te lo spedisco
- relative pronouns (including word order), e.g. che, cui, chi, il quale, la quale, i quali, le quali
- interrogative pronouns, e.g. chi? che (cosa)? quale? quanto?
- demonstrative pronouns, e.g. questo, questi, quello, ciò
- indefinite pronouns, e.g. uno, qualcuno, ciascuno, nessuno
- possessive pronouns
- reflexive pronouns
- disjunctive pronouns

Common uses of si, ci, vi, ne
- si reflexive pronouns
  impersonal pronouns
  passive pronouns
- ci and vi personal pronouns
  demonstrative pronouns
  adverbs of place
- ne pronouns
  adverb

Verbs
- conjugation of verbs
- regular forms
- frequently occurring irregular forms
- reflexive verbs
- moods: indicative – present
  present perfect
  imperfect
  pluperfect
  future
  future perfect
  †past historic
  †past anterior
  conditional – present
  perfect
  subjunctive – present
  †perfect
  imperfect, ‘if’ clause
  †pluperfect
imperative (including its use in formal and informal address and with pronouns)

- gerundio – present
- past
  - 'stare’ with gerund
  - infinitive structure ‘prima di’ with infinitive
- †infinitive used as a noun, e.g. †il leggere
- †‘lasciare’ construction, e.g. †lascia stare, lasciamoci stare
  - auxiliaries – ‘essere’ and ‘avere’
  - †special uses of ‘venire’ and ‘andare’
  - participles
  - passive voice
  - impersonal verbs and expressions, e.g. bisogna che, basta che
  - modal verbs (dovere, potere, volere)
  - piacere in the present, present perfect, imperfect and future tenses of the indicative, and in the present conditional
  - idiomatic use of ‘avere’ and ‘fare’, e.g. avere fame, fare colazione
  - †causative construction, e.g. †ho fatto riparare la macchina

Prepositions
  - simple and articulated forms
  - common prepositional phrases, e.g. parto per Milano, parto da Milano
  - special usage of a, di, da

Numerals
  - cardinal, ordinal, decimal, dates
  - fractions, e.g. un quarto, metà
  - time
  - common measurements, e.g. è alta un metro e ottanta
  - collective numbers, e.g. paio, coppia, decina, dozzina, centinaio, migliaio
  - mathematical signs, e.g. più, meno, diviso, per

Conjunctions
  - common conjunctions, e.g. e, ed, anche, ma, però, infatti, né….né
  - fillers, e.g. quindi, magari, cioè

Negation
  - use of ‘non’
  - double negative

False Friends
  - words that are similar to English but actually have different meanings, e.g. parenti, sensibile, fattoria

Sentence and Phrase Types
  - word order in statements, questions, and with relative pronouns
  - position of object pronouns

Agreements
  - articles, nouns, adjectives, verbs, subjects, pronouns, articulated prepositions

Note: items marked † are for recognition only.
Unit 1

AREAS OF STUDY
The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES
For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1
On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary;
- use vocabulary and expressions appropriate to the topics studied;
- recognise and apply conventions of informal conversation/correspondence;
- use a range of question and answer forms;
- link, sequence and demonstrate cohesion in text;
- initiate, maintain and close an exchange;
- use appropriate intonation, stress, pitch/spelling and punctuation;
- use exclamations and fillers to maintain continuity;
- recognise and respond to cues for turn taking;
- communicate in a range of text types; for example, letter, fax, email, voicemail, telephone conversation and Internet chat, as well as face-to-face;
- use appropriate non-verbal forms of communication, such as eye contact and gesture;
- respond appropriately for the context, purpose and audience described.
Outcome 2
On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• apply knowledge of vocabulary, structures and content related to topics studied;
• recognise common patterns of word formation, cognates, grammatical markers, and how these can be used to infer meaning;
• apply knowledge of the conventions of text types;
• identify main points and supporting ideas;
• order, classify and link items from various parts of the text;
• convey gist and global understanding as well as items of specific detail;
• establish and confirm meaning through re-reading, using headings and dictionaries.

Outcome 3
On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• use structures related to explaining, describing, comparing and commenting on events or experiences;
• use simple stylistic features, such as repetition and contrast;
• summarise, explain, compare and contrast experiences, opinions, ideas;
• infer ideas and feelings;
• link ideas, events and characters;
• select and make use of relevant reference materials;
• identify main ideas, events, sequences of action;
• provide personal comment/perspective on aspects of texts;
• respond appropriately for the context, purpose and audience described.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.
Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

**Outcome 1:**
- informal conversation
- or
- reply to personal letter/fax/email.

**Outcome 2:**
- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Italian or English
- and
- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Italian or English.

**Outcome 3:**
- oral presentation
- or
- review
- or
- article.

It is expected that the student responds in Italian to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Italian, and the other a response in English. Over the course of the unit, both oral and written skills in Italian should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.
Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

• use structures related to asking for or giving advice or assistance, suggesting, explaining, agreeing and disagreeing;
• use vocabulary and expressions appropriate to the topics studied;
• recognise and apply conventions of text types;
• use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
• make arrangements, come to agreements, and reach decisions;
• obtain and provide goods, services and public information;
• link and sequence ideas and demonstrate cohesion in text;
• initiate, maintain, direct and close an exchange, as appropriate;
• use examples and reasons to support arguments, and to convince;
• use appropriate non-verbal forms of communication, such as eye contact, gesture, stance, facial expression to enhance meaning and persuade;
• respond appropriately for the context, purpose and audience described.
Outcome 2
On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

_key knowledge and skills_
To achieve this outcome the student should demonstrate the knowledge and skills to:
• use vocabulary, structures and content related to topics studied;
• recognise and apply conventions of text types;
• infer meaning from linguistic and contextual features;
• order, classify, compare and predict information and ideas;
• infer points of view, opinions and ideas;
• extract and reorganise information and ideas from one text type to another;
• respond appropriately for the context, audience and purpose described.

Outcome 3
On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

_key knowledge and skills_
To achieve this outcome the student should demonstrate the knowledge and skills to:
• apply the conventions of text types, for example, journal entry or story;
• use structures related to describing, recounting, narrating and reflecting upon past, present and future events or experiences;
• use a range of appropriate vocabulary and expressions;
• use simple stylistic techniques such as repetition, questions and exclamations;
• respond appropriately for the context, purpose and audience described.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of the achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.
A total of four tasks should be selected from those listed below.

**Outcome 1:**
- formal letter, or fax, or email
  
  or
- role-play
  
  or
- interview.

**Outcome 2:**
- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

  and
- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Outcome 3:**
- journal entry
  
  or
- personal account
  
  or
- short story.

It is expected that the texts used are in Italian and that the student responds in Italian to all assessment tasks selected. Over the course of the unit, both oral and written skills in Italian should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.
Units 3 and 4

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one and no more than two of the six assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student’s understanding of the language and culture of the Italian-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 29). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Italian-speaking community through a range of oral and written texts in Italian related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of
the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

**Language and culture thorough VET**

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.
Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

**Outcome 1**

On completion of this unit the student should be able to express ideas through the production of original texts.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- create a personal or imaginative text focusing on an event or experience in the past or present or future;
- use a range of relevant text types;
- show knowledge of first- and third-person narrative perspectives;
- vary style and register for audience, context and purpose;
- organise and sequence ideas;
- use simple stylistic techniques such as repetition, questions and exclamations;
- select and use reference materials, including dictionaries.

**Outcome 2**

On completion of this unit the student should be able to analyse and use information from spoken texts.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of, and use, registers and stylistic features such as repetition and tone.
Outcome 3
On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:

• exchange and justify opinions and ideas;
• present and comment on factual information;
• describe and comment on aspects of past, present and future experience;
• ask for and give assistance or advice;
• use appropriate forms of address for familiar and unfamiliar audiences;
• link and sequence ideas and information;
• use a range of question forms;
• use appropriate intonation, stress and gesture;
• self-correct/rephrase to maintain communication.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement
The student’s level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment
School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

School-assessed coursework
Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement.

The score must be based on the teacher’s rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.
Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. It is expected that the student responds in Italian to all assessment tasks.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks allocated*</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>20</td>
<td>A 250-word personal or imaginative written piece.</td>
</tr>
<tr>
<td>Express ideas through the production of original</td>
<td></td>
<td></td>
</tr>
<tr>
<td>texts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td>10</td>
<td>A response to specific questions, messages or instructions, extracting and using</td>
</tr>
<tr>
<td>Analyse and use information from spoken texts.</td>
<td></td>
<td>information requested.</td>
</tr>
<tr>
<td><strong>Outcome 3</strong></td>
<td>20</td>
<td>A three- to four-minute role-play, focusing on the resolution of an issue.</td>
</tr>
<tr>
<td>Exchange information, opinions and experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.
Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

• convey gist, identify main points and extract and use information;
• infer points of view, attitudes, emotions from context and/or choice of language;
• summarise, interpret and evaluate information from texts;
• compare and contrast aspects of different texts on a similar topic;
• accurately convey understanding;
• show knowledge of and use a range of text types;
• show knowledge of and use simple stylistic features such as repetition and contrast;
• infer meaning from cognates, grammatical markers, common patterns of word formation.
Outcome 2
On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• compare and contrast aspects of life in Italian-speaking communities with those in Australia;
• identify and comment on culturally specific aspects of language, behaviour or attitude;
• present an opinion about an aspect of the culture associated with the language;
• identify similarities and differences between texts, and find evidence to support particular views;
• show an awareness that different social contexts require different types of language;
• select and make use of relevant reference materials.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement
The student’s level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment
School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

School-assessed coursework
Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement.

The score must be based on the teacher’s rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. The student must respond in Italian to all assessment tasks.
Outcomes | Marks allocated* | Assessment tasks
---|---|---
Outcome 1  
Analyze and use information from written texts. | 10 | A response to specific questions, messages or instructions, extracting and using information requested. 

Outcome 2  
Respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities. | 20 | A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review. 
| 20 | A three- to four-minute interview on an issue related to the texts studied. 

Total marks 50

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

**End-of-year examinations**

The end-of-year examinations are:

- an oral examination
- a written examination.

**Oral examination (approximately 15 minutes)**

*Purpose*

The oral examination is designed primarily to assess the student’s knowledge and skill in using spoken Italian.

*Specifications*

The oral examination has two sections.

**Section 1: Conversation (approximately 7 minutes)**

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations.

**Section 2: Discussion (approximately 8 minutes)**

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. The focus of the discussion will be to explore aspects of the language and culture of Italian-speaking communities and the student will be expected to make reference to texts studied.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted. (For details on the VET option, teachers should refer to the LOTE VET Supplement.)
Written examination (2 hours plus 15 minutes reading time)
The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding

Purpose
Section 1 of the written examination is designed primarily to assess the student’s knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Italian in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example, tone, register, knowledge of language structures.

Specifications
Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears three to five texts in Italian covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 4½–5 minutes. The length of the individual texts will not be specified but one text will be longer than the others.

Each text will be heard twice. There will be an announcement at the start of the first reading and a sound to alert students just before the commencement of the second reading. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A
There will be two to three texts.

Questions will be phrased in English for responses in English.

Part B
There will be one or two texts.

Questions will be phrased in Italian and English for responses in Italian.

Section 2: Reading and responding

Purpose
Section 2 of the written examination is designed primarily to assess the student’s knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Italian to information provided in a text.
Specifications
Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes. The overall length of text will be 350–450 words and there will be two to three texts in total over Parts A and B.

Part A
The student will be required to read one or two texts in Italian. When there are two texts they will be different in style and purpose but may be related in subject matter or context.
Questions on the texts will be phrased in English for responses in English.

Part B
The student will be required to read one or two texts in Italian. Questions on the text(s) will be phrased in English and Italian for response(s) in Italian.

Section 3: Writing in Italian
Purpose
Section 3 of the written examination is designed primarily to assess the student’s ability to express ideas through the creation of original text in Italian.

Specifications
The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of five tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (personal, imaginative, persuasive, informative and evaluative) through, for example:
• having different purposes, audiences and contexts;
• requiring different text types (see table of text types for productive use).
The student will be required to write a response of 200–300 words in Italian. The tasks will be phrased in English and Italian for a response in Italian.
### SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

#### Outcomes and assessment tasks for Units 1 and 2

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 1 (4 tasks)</th>
<th>Outcomes</th>
<th>Unit 2 (4 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish and maintain a spoken or written exchange related to personal areas of experience.</td>
<td>Informal conversation. or Reply to personal letter/fax/email.</td>
<td>Participate in a spoken or written exchange related to making arrangements and completing transactions.</td>
<td>Formal letter, or fax, or email. or Role-play. or Interview.</td>
</tr>
<tr>
<td>2 Listen to, read and obtain information from spoken and written texts.</td>
<td>(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Italian or English. and (b) Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Italian or English.</td>
<td>2 Listen to, read and extract and use information and ideas from spoken and written texts.</td>
<td>(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and (b) Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.</td>
</tr>
<tr>
<td>3 Produce a personal response to a text focusing on real or imaginary experience.</td>
<td>Oral presentation. or Review. or Article.</td>
<td>3 Give expression to real or imaginary experience in spoken or written form.</td>
<td>Journal entry. or Personal account. or Short story.</td>
</tr>
</tbody>
</table>
Outcomes and coursework assessment tasks for Units 3 and 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 3 (3 tasks)</th>
<th>Outcomes</th>
<th>Unit 4 (3 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Express ideas through the production of original texts.</td>
<td>A 250-word personal or imaginative written piece.</td>
<td>1 Analyse and use information from written texts.</td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
</tr>
<tr>
<td>2 Analyse and use information from spoken texts.</td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
<td>2 Respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.</td>
<td>(a) A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review. and (b) A three- to four-minute interview on an issue related to the texts studied.</td>
</tr>
<tr>
<td>3 Exchange information, opinions and experiences.</td>
<td>A three- to four-minute role-play, focusing on the resolution of an issue.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contribution of assessment tasks to study score

<table>
<thead>
<tr>
<th>School-assessed coursework</th>
<th>%</th>
<th>End-of-year examinations</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
<td></td>
<td>** Oral examination**</td>
<td></td>
</tr>
<tr>
<td>250-word personal or imaginative written piece.</td>
<td>10</td>
<td>Conversation</td>
<td>12.5</td>
</tr>
<tr>
<td>Response to spoken texts.</td>
<td>5</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>Three- to four-minute role-play.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
<td></td>
<td>** Written examination**</td>
<td></td>
</tr>
<tr>
<td>Response to written texts.</td>
<td>5</td>
<td>Listening and responding</td>
<td></td>
</tr>
<tr>
<td>250–300 word informative, persuasive or evaluative written piece.</td>
<td>10</td>
<td>Part A: Response in English</td>
<td>7.5</td>
</tr>
<tr>
<td>Three- to four-minute interview.</td>
<td>10</td>
<td>Part B: Response in Italian</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading and responding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part A: Response in English</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part B: Response in Italian</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>7.5</td>
</tr>
<tr>
<td>Overall contribution of school-assessed coursework and end-of-year examinations</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral</td>
<td>32.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to spoken texts</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to written texts</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>27.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 35.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

Methods

Any communicative teaching method or combination of methods which allows students to achieve the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students’ preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

Structure and organisation

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Italian, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in the delivery of language courses, teachers may find the following applications useful.

Language learning applications

Students can access:
- on the school intranet: homework, work sheets, resources (including audio files and interactive software), a class chat room, curriculum statements, sample tasks, web links, sample examinations;
- online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs;
- email discussion groups or supervised chat rooms with targeted groups of young people;
- commercially available products, such as CD-ROMs, that offer language exercises, practice or reading materials;
- video conferencing with students from other schools where the language is taught or in a country where the language is spoken.

Students can develop their own:
- vocabulary database;
- word processing skills in the language.

Information gathering

Students can use the Internet to research:
- statistics on a specific topic in relation to different age groups and gender;
- information related to a specific lifestyle issue, public opinion, theme or topic in countries where the language is spoken;
- biographical data relating to famous singers, bands, historical figures and sportspeople;
- features of fairy tales, legends, common characters and themes, the role of magic, terminology and special language used;
- speakers of the language in Australia, their life and contribution to society;
- websites from countries where the language is spoken; for example, Webcams, school websites, venues, services;
- newspapers and journals in the language;
- online and talking dictionaries.

Students can also:
- check spelling and grammar for written tasks;
- use instructions in the language to install, construct or use a product.
Presentation applications

Students can use information and communications technology to:

- create animations, multimedia, PowerPoint and web page presentations;
- use a data projector, digital video, digital camera and desktop publishing package;
- download visuals, design computer-generated visuals;
- record audio tracks, download audio materials to complement presentations;
- take notes in class or word process in the language;
- use communication media such as the telephone, email, fax;
- email tasks to the teacher from home or the classroom.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Key competencies and employability skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal or imaginative written piece</td>
<td>Communication (written), planning and organising, self management</td>
</tr>
<tr>
<td>Analysis and response to spoken texts</td>
<td>Communication, problem solving</td>
</tr>
<tr>
<td>Role play to resolve an issue</td>
<td>Communication (oral), teamwork, problem solving, initiative and enterprise</td>
</tr>
<tr>
<td>Informative, evaluative or persuasive written response</td>
<td>Communication, problem solving, planning and organising, use of information and communications technology</td>
</tr>
<tr>
<td>Interview</td>
<td>Communication, teamwork, planning and organising, use of information and communications technology</td>
</tr>
<tr>
<td>Detailed study</td>
<td>Communication, teamwork, problem solving, self management, planning and organising, use of information and communications technology, initiative and enterprise</td>
</tr>
</tbody>
</table>

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Example assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon 📐.
Unit 1

Theme
The individual

Topic
Education and aspirations

Sub-topic
Vocational Pathways

Grammar
Present
Future
Conditional
Modal Verbs
Comparatives and superlatives
Impersonal si

Text types
Article / conversation / discussion / oral presentation / advertisement / survey / personality test / formal letter / reference / résumé / role-play / interview / web page

Examples of learning activities

Listening
listen to a pre-recorded job interview and complete exercises

listen to two guest speakers describing their different professions and write a report highlighting advantages and disadvantages of both professions

Speaking
practice establishing, maintaining and closing a conversation using the formal mode of address

search the web (including Italian sites) for job advertisements; in pairs discuss the qualifications necessary as well as the advantages and disadvantages of three different career paths; collate the class responses on a table

role-play a job interview between a counsellor and a student trying to decide on an appropriate course of study

discuss reliability of results of ‘personality tests’ to determine suitable careers and express personal preferences with regard to the future

Reading
read article(s) online about career options and discuss

complete ‘personality tests’ to determine suitable careers

read and identify key expressions used in job advertisements

read an article about how to write a résumé and critically look at a sample résumé

read some sample job applications online and analyse style, content and language

Writing
choose a real job advertisement from an Italian newspaper published in Australia or an Italian website; write your CV and the accompanying letter as though you were applying for the advertised position

complete grammar exercises

Example assessment task

Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience.

Assessment task: Informal conversation.

Details of task: Participate in a conversation with a careers counsellor and discuss suitability for your proposed career.
Unit 1

Theme
The Italian-speaking communities

Topic
Arts and entertainment

Sub-topic
Media – Radio

Grammar
Interrogatives
Present perfect
Imperfect
Future
Present
Adjectives
Conjunctions
Agreements

Text types
Report / conversation / announcements / interview / weather forecast / news bulletin / review

Examples of learning activities

Listening
listen to a range of radio program segments; analyse introductions, interviewing techniques, advertisements, news bulletins, weather reports, etc. in terms of language use

listen to a radio program (excerpts of interviews, advertisements) and complete listening comprehension tasks

Speaking
in class discuss text types and kinds of writing, referring to the study design; find samples and make a chart to show the five different kinds of writing

in groups prepare a radio segment including an interview
tape record a radio program and present it to the class, analysing journalistic techniques

Reading
visit an Italian radio station in order to obtain first hand knowledge of how Italian is used in the media

read a review of a radio presenter’s life and summarise key points

Writing
imagine you have visited an Italian radio station and spoken to the hosts; write a report on your experience

write a short personal message to a sibling, asking that a program be tape-recorded for you, if possible

write to an ethnic radio station requesting that your class radio program be broadcast

Outcome 2: Listen to, read and obtain information from spoken and written texts.

Assessment task 2(a): Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Italian.

Details of task: Listen to excerpts of a radio program and complete listening comprehension questions.
Unit 1

Theme
The Italian-speaking communities

Topic
Arts and entertainment

Sub-topic
Italian song

Grammar
Relevant to songs chosen

Text types
Songs / biography / web page / program / article / lyrics / advertisement / personal profile

Examples of learning activities

Listening
listen to a contemporary song; complete a cloze passage based on the lyrics
analyse the lyrics of a song; highlight expressions and grammatical concepts relevant to the song

Speaking
use the Internet to research, in pairs, an Italian singer/songwriter and choose one of his/her songs; create a PowerPoint presentation or a cloze activity and prepare a short biography; each pair conducts a mini-lesson

Reading
read a biography of a singer/songwriter and complete comprehension activities
research on the web the background of the SanRemo song festival and a program from the previous year; complete a table demonstrating comprehension of the history of the festival, winners and categories, etc.

Writing
rewrite the lyrics to a favourite tune or create an original song in Italian
read the lyrics of an Italian song, a review of the song and an excerpt from a profile of the singer/songwriter; in Italian write an advertisement for an Italian teenage magazine promoting the artist, CD and the artist’s forthcoming tour of Australia

Example assessment task

Outcome 2: Listen to, read and obtain information from spoken and written texts.
Assessment task 2(b): Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in English.

Details of the task: Read a personal profile of an Italian singer and use the information to complete a short advertisement for his/her upcoming concert tour.
Unit 1

Theme
The changing world

Topic
Trade and commerce

Sub-topic
The impact of Italian business and trade

Grammar
Question Formation
Polite Form
Conditional
Present perfect
Imperfect

Text types
List / websites / table / discussion / articles / extracts / interview / phone call / formal letter

Examples of learning activities

Listening
listen to an interview with a prominent Italian business person (native speaker); complete comprehension exercises

Speaking
interview a person who deals with Italian companies in their work, asking for information about their job, e.g. automotive, food, fashion industries

brainstorm Italian products used in everyday life

list Italian companies trading in Australia

summarise findings on Italian companies trading in Australia in a PowerPoint presentation; discuss these findings

practise making a phone call requesting an appointment for an interview with a prominent Italian business person in our community; make contact, organise a time and conduct the interview

Reading
using the Internet, research Italian companies trading in Australia, and statistical information about import-export trade between Italy and Australia; summarise

read a selection of articles and extracts on Italian business in Italy and Australia

Writing
practise formal/informal letter writing conventions

write an article to be published in an Italian publication in which you give your views on the significant trade between Italy and Australia

following an interview, write a formal letter of thanks to the business person and enclose a copy of the article written

Example assessment task

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

Assessment task: Article.

Details of task: Watch a video on the influence of Italian culture in Australia. Write an article for your school magazine, expressing your opinion about some Italian products now used in everyday life in Australia, and how they have changed the Australian way of life.
Unit 2

Theme
The Italian-speaking communities

Topic
Social and contemporary issues

Sub-topic
Migration

Grammar
Present Perfect
Imperfect
Conditional
Verbs followed by infinitives
Adverbs
Adjectives
Proper Nouns
Question forms

Text types
Map / list / discussion / article / video / formal letter / photograph / graph / role-play / interview

Examples of learning activities

Listening
view a video on ‘1 clandestini’ or research online and discuss why Italy is attractive to migrants, the current law in Italy and proposals for change; complete listening activities
view a video on attitudes to immigration in Italy, and perception of the impact on Italian cities; complete listening activities

Speaking
brainstorm reasons for emigrating from various countries and discuss the term ‘clandestini’
name countries and nationalities in Italian and highlight countries from which immigrants travel to Italy
participate in a role-play with a person of a different cultural background in which you organise a meal; be aware and sensitive to each other’s cultural requirements
interview a migrant and discuss his/her reasons for migration, and the advantages and disadvantages of leaving one’s country to settle in another

Reading
online, read articles about reasons for emigrating and complete reading comprehension activities
read a range of articles, analyse graphs and view photographs on the positive and negative perceptions and impact of immigrants in Italy; take notes and discuss

Writing
write a formal letter to the editor of a newspaper explaining that you are disturbed by the intolerance and racism displayed towards immigrants
in pairs, draw up a concept map of things considered to be typically Italian and compare with those of other members of the class

Example assessment task

Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions.
Assessment task: Role-play.

Details of the task: Participate in a role-play in which you arrange to go with another student to the Immigration Museum.

December 2018
Unit 2

Theme
The Italian-speaking communities

Topic
Lifestyle in Italy and abroad

Sub-topic
Italian passions – food

Grammar
Impersonal si
Past historic
Present perfect
Imperfect
Partitive
Present subjunctive

Text types
Article / advertisement / interview / telephone call / documentary / web page / role-play / recipe

Examples of learning activities

Listening
view a documentary on the history of Italian cuisine, listen for information, respond to specific questions and discuss in class
listen to a radio cooking program, answer specific questions and use this information to create an advertisement for a particular dish; post this advertisement on the radio station’s web page
listen to a radio broadcast on healthy eating, make notes and use this information to write an article to email to a magazine

Speaking
brainstorm some typical Italian dishes, research recipes and identify common Italian ingredients; highlight regional differences and hypothesise about the reasons for these differences
online, research in pairs the origins of certain basic Italian ingredients and their uses in Italian dishes
role-play a ‘talk-back’ program on radio where listeners ring in and seek/offer advice/information/recipes from the resident Italian chef

Reading
read about the eating habits of an Italian family and compare them with your own in an informative article for the school magazine
read a recipe, note the layout and use of imperatives, then write out one of your own

Writing
write an article for publication in a magazine on the Italian passion for good food
complete grammar exercises

Example assessment task

Outcome 2: Listen to, read, and extract and use information and ideas from spoken and written texts.
Assessment task 2(a): Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type.

Details of the task: Listen to a radio talkback program about the history of Italian cuisine and reorganise the information into a short article to be included in the next edition of an Italo-Australian magazine.
Unit 2

Theme
The changing world

Topic
The world of work

Sub-topic
Balancing work and health

Grammar
Imperative mood
Disjunctive pronouns
Direct and indirect pronouns
Pronoun combinations
Piacere

Text types
Article / conversation / debate / discussion / film / instruction / poster / profile / program / review / statistics / summary / web page

Examples of learning activities

Listening
listen to a conversation between two people discussing their stress levels at work and write notes on why you think one person suffers personal stress, e.g. due to hyperactivity, meticulousness

listen to the interaction between a manager and an employee in a film/video and note the register, formulaic expressions and body language, and imitate

listen to a class member teaching a sequence of aerobic movements or yoga positions and note the use of the imperative mood

listen to two sedentary friends planning their ‘get fit’ programs and jot down the future tenses or adverbs

Speaking
in class classify a set of texts by the kind of writing used; refer to the section in the study design on kinds of writing and look carefully into personal and imaginative writing styles

discuss the value of a balanced lifestyle; write a short summary of how you balance study and leisure

as a class draw up an annotated scale of fitness regimens from ‘slothful’ to ‘obsessive’, with each person positioning themselves along the continuum and explaining their personal routine

debate: Working to live or living to work? OR Job satisfaction versus a big income

Reading
search the Internet for articles on stress avoidance and how to balance work, study and leisure effectively

online, read texts about the changing patterns of work in Australia and compare with the patterns in Italy

search the Internet for current census statistics on employment rates in Australia against those since 1945; plot these on a table and explain your findings to the class

Writing
write an article in which you express your opinion about balancing study and leisure in the senior years at school

write an imaginative story starting with the words, ‘The day started badly for the new employee...’
Example assessment task

**Outcome 2:** Listen to, read, and extract and use information and ideas from spoken and written texts.

**Assessment task 2(b):** Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Details of task:** Read two letters written to a magazine advice column about stress for students at school; reorganise the information to write a summary to highlight the key issues, to be published in the school newsletter.

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**Unit 2**

**Theme**
The Italian-speaking communities

**Topic**
Historical perspectives

**Sub-topic**
Rinascimento

**Grammar**
Connectives
Revision of regular/irregular verbs
Revision of tenses
Use of modal verbs
Subjunctive
Conditional if type sentences

**Text types**
Article / conversation / discussion / documentary / journal entry / note / poster / story / summary / video / web page

**Examples of learning activities**

**Listening**
listen to a broadcast about the contributions in the fields of art, architecture, music, engineering, science, anatomy made between 1300–1600 in Italy

listen to a speech about the father of the Italian language, Dante Alighieri (1265–1321)

view some pictures of mediaeval Europe; compare with a documentary on the art (e.g. painting, sculpture, architecture) of the Renaissance masters, e.g. Michelangelo, Leonardo, Raphael; complete a chart to store information

**Speaking**
in class discuss the meaning of the term Rinascimento and why it came to be applied in Italy; as a group make a poster to illustrate your findings

online read about the building of a famous monument during this period and prepare a PowerPoint class presentation for a junior class

discuss the subjunctive and its use: impersonal, conditional if type sentences

read aloud a short story; in pairs discuss the format of the text type ‘story’ referring to ‘kinds of writing’ in the study design; as a class summarise your findings on the board

**Reading**
search the Internet for articles on significant discoveries made in the Renaissance in the areas of science, anatomy, commerce; in pairs summarise the findings on a chart

search the Internet for information on Leonardo’s inventions, e.g. war machines, prototypes of flying machines, and make notes
read about the impact of changed thinking with reference to medicine at the universities of Bologna and Padua

read about the scientist Galileo Galilei (1564–1642) and discuss

complete the online self-correcting quiz about the Renaissance on www.users.globalnet.co.uk/~aliandy/ren.htm

Writing

watch a silent video about Amerigo Vespucci (1454–1512); take turns to write the voice-over for this quasi-documentary about this navigator

write a journal entry about a visit to the Renaissance section of a museum and your reaction to the daily life of the ordinary person, e.g. clothes, food, furniture or other possessions

imagine you are a sailor under Marco Polo or Amerigo Vespucci; write an imaginative story about an experience at sea or on landing overseas

**Example assessment task**

**Outcome 3:** Give expression to real or imaginary experience in spoken or written form.

**Assessment task:** Short story.

**Details of task:** Write an imaginative short story in which you are an assistant helping a significant person during the Rinascimento, e.g. Michelangelo – mixing paints, Leonardo – building an invention, Machiavelli – reporting on rumours and hearsay.
Unit 3

Theme
The changing world

Topic
Technology

Sub-topic
Social effects of technology

Grammar
Present Perfect
Present Subjunctive
Imperfect Subjunctive
Conjunctions
If clauses

Text types
Article / report / survey / itinerary / email / editorial / summary / discussion / advertisement

Examples of learning activities

Listening
listen to a radio broadcast on technological changes and list examples
listen to an interview with an older person who describes the technology used in their childhood

Speaking
brainstorm various types of technology that are used in everyday life and in the workplace and consult a free online dictionary to find associated vocabulary
summarise findings of the social effects of technology and discuss in class
discuss and make lists of phrases/vocabulary associated with the positive and negative effects of technology in our society

Reading
search the Internet for different advertisements for a wide range of equipment and develop vocabulary lists associated with technology
read articles on the advantages and disadvantages of technological advancement, including health issues such as obesity and anti-social behaviour
read online texts on the problems of spam, spyware, worms, and viruses, and discuss

Writing
develop a survey of the types of technological innovations used by students today and their benefits, then write an email message and send the survey to a sister school in Italy
write a short editorial discussing changes in the workplace, society and lifestyle as a result of one particular technological change
write an evaluative report in which you discuss strategies for minimising the disadvantages and maximising the advantages associated with technological change
complete grammar exercises
write a letter to a pen-pal discussing changes in lifestyle due to new technology
Advice for teachers

Example assessment task

Outcome 1: Express ideas through the production of original texts.
Assessment task: A 250-word personal or imaginative written piece.

Details of the task: Write a letter to a pen-pal telling him/her how the quality of your life has changed as a result of advances in technology.

Unit 3

Theme
The individual

Topic
Personal world

Sub-topic
Memories of adolescence

Grammar
Focus on distinguishing between use of passato prossimo and imperfetto
Conjunctions
Pronoun combinations
Comparatives and superlatives

Text types
Account / song / story / profile / interview / conversation

Examples of learning activities

Listening
- listen to a song about a teenager's impressions of life and world events and complete a cloze passage; analyse grammar and vocabulary
- listen to extracts of an interview with a famous Italian; complete comprehension tasks
- listen to a conversation between two people reflecting on their teenage years; use the information provided by one of the speakers to retell his/her story
- having heard two people reflecting on their teenage years, use the information provided by one of the speakers to retell his/her story

Speaking
- interview an adult Italian speaker about his/her teenage years; record the interview and prepare listening comprehension questions; write a summary of his/her experiences
- present excerpts of the interview to the class, and complete comprehension questions

Reading
- read a collection of stories and profiles highlighting childhood and teenage memories; answer comprehension questions and analyse the features of the text types presented

Writing
- write a personal account or imaginative story for a writing competition and highlight childhood/teenage memories
- having heard extracts of an interview with a famous Italian, complete an informative report for a newspaper
**Outcome 2:** Analyse and use information from spoken texts.

**Assessment task:** A response to specific questions, messages or instructions, extracting and using the information requested.

**Details of the task:** Listen to an Italian speaker discussing their life experiences and use the information to write an article on the key events in the speaker's life.

### Unit 3

**Theme**
The Italian-speaking communities

**Topic**
Social and contemporary issues

**Sub-topic**
The environment

**Grammar**
Subjunctive
Future
Conditional
Se clauses

**Text types**
Song / photograph / visual / discussion / article / list / advertisement / video clip / broadcast / script / debate / role-play / web page

### Examples of learning activities

**Listening**
- listen to a song about the environment and complete a cloze exercise
- view news video clips and listen to broadcasts about environmental issues and complete listening comprehension activities

**Speaking**
- brainstorm types of pollution and environmental issues at global and local levels; develop vocabulary lists
- study photographs/visuals of different types of environmental problems; discuss, prioritise and develop a personal response to the visuals in pairs
- participate in an informal debate in which speakers present their views and respond to questions or comments on a range of environmental issues both on a global and personal level
- participate in a role-play to convince a member of the family that it is important to conserve water; come to an agreement on changes to be implemented

**Reading**
- read a series of articles on various environmental issues and make notes
- research Italian websites of environmental associations and their initiatives
- analyse the language of conflict resolution and negotiation

**Writing**
- write an advertisement to support ‘National Environment Day’ persuading the public to become involved
**Example assessment task**

**Outcome 3**: Exchange information, opinions and experiences.

**Assessment task**: A three- to four-minute role-play, focusing on the resolution of an issue.

**Details of the task**: Participate in a role-play with a friend whose attitude to environmental issues is of concern to you. Convince your friend of the need for change.

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**Unit 4**

### Theme
The changing world

### Topic
Tourism and hospitality

### Sub-topic
Tourism and hospitality in Southern Italy

### Grammar
Impersonal *si*  
Conditional  
Future

### Text types
Article / summary / photo / picture / menu / brochure / advertisement

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**Examples of learning activities**

**Listening**
listen to a taped dialogue between two tourists who have visited regions in Italy, e.g. Puglia or Veneto, and summarise their views

**Reading**
search the Internet for tourist information about a region, e.g. Puglia, and make notes  
in Italian texts read about the various attractions of a region; write a summary of the information  
research the history of a region such as Puglia and of famous people associated with the region; complete comprehension activities  
read two excerpts from travel brochures about two different holiday destinations in Puglia; choose one and explain your choice to the class

**Writing**
look at various photos/pictures of aspects of a tourist destination; choose one which captivates the imagination and write a postcard to a friend imagining you are there  
search the Internet for texts about the cuisine of the Puglia region; for a dinner party prepare a menu of traditional Pugliesi dishes, including a brief explanation of each dish  
choose a city or town in a region, e.g. Tuscany, Sardinia, and write a brief summary of its various aspects and attractions to be used in the production of a class brochure (in Word or presented in PowerPoint), highlighting the range of holiday possibilities
### Example assessment task

**Outcome 1:** Analyse and use information from written texts.

**Assessment task:** A response to specific questions, messages or instructions, extracting and using information requested.

**Details of the task:** Read excerpts from travel brochures about two different holiday destinations. Based on these texts, write a 200–250 word article for the travel section of an Italian newspaper comparing and contrasting the features of each destination.

---

### Unit 4

#### Theme

The Italian-speaking communities

#### Topic

Historical perspectives

#### Sub-topic

Contribution of the early Italians to Victoria in the mid-1800s

#### Grammar

Past historic tense

If clauses

Present subjunctive

#### Text types

Article / song / report / excerpt / advertisement / notice / oral presentation / interview / photograph / script of a speech / discussion / letter / profile

#### Examples of learning activities

**Listening**

Listen to a song about migration, analyse the meaning, imagine the experience of migration and discuss

Watch a video on one family’s experience of migration and take notes on their opinions

**Speaking**

Imagine what life must have been like for early Italian migrants and discuss the community they developed

Visit an area in Victoria (e.g. Daylesford, Shepparton, Mildura) to gain an insight into the evidence of the existence of Italian pioneers, and participate in an interview discussing the importance of the region for the Italian community – then and now

**Reading**

Online and in libraries, read excerpts from Italian historical texts on ‘Il Risorgimento’ and the social, political and economic climate in Italy in the early and mid-1800s; discuss reasons for migration (including the Gold Rush)

Online, research propaganda used by Italian shipping companies to encourage migration in the 1800s

Read nineteenth century letters describing a migrant’s journey with all of its adversities; discuss

Research letters describing conditions for Italian migrants to Melbourne and the Daylesford region in the 1800s, and make notes

Study profiles and photographs of pioneering Italians and Swiss Italians, their contributions, achievements and the challenges they faced

Study advertisements and notices from the 1800s as evidence of the multicultural nature of the Daylesford region and discuss
**Writing**

- research online and summarise key features of the report of the first Italian Consul-General in Australia; analyse statistical information relayed back to Italy about the Italians in Victoria during his administration
- write the script of a speech encouraging Northern Italians to migrate to Australia in the 1800s

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**Example assessment tasks**

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.

**Assessment task 2(a):** A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review.

**Details of the task:** Write a persuasive speech of 250–300 words to convince citizens of northern Italy and Ticino of the opportunities available in the Victorian goldfields and encouraging them to migrate, making reference to the texts studied.

**Assessment task 2(b):** A three- to four-minute interview on an issue related to the texts studied.

**Details of the task:** Possible focus areas for the interview task. Use information from the texts studied:
- What conditions existed in Northern Italy/Ticino that encouraged people to migrate?
- Why migrate to Australia?
- What was Victoria like for a migrant in the mid-1800s?
- Why do you think Italians settled in particular regions?
- What contributions to society were made by the first Italians in Australia?
- What evidence exists today of these Italian pioneers?
Suggested sub-topics for detailed study

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

**Theme: The individual**

**Topic: Personal world**
- Sub-topic Status of the elderly among Italian-speaking communities.
- Sub-topic Changing roles of men and women within the Italian family in the last hundred years.
- Sub-topic Italian families, then and now.

**Topic: Health and leisure**
- Sub-topic The impact of Eastern philosophies and traditions on Italians.
- Sub-topic Modern-day approaches to a healthy lifestyle in Italy.
- Sub-topic The challenge of finding a balance between work and leisure.

**Topic: Education and aspirations**
- Sub-topic Comparison of opportunities available to young Italian speakers in Italy and Australia.
- Sub-topic A comparison of the education system in Italy and Australia.

**Theme: The Italian-speaking communities**

**Topic: Historical perspectives**
- Sub-topic The contribution of the *Rinascimento* to world history.
- Sub-topic Garibaldi’s role in the Unification of Italy.
- Sub-topic Life under the fascist government in Italy.
- Sub-topic Post World War II Italy as portrayed through film.
- Sub-topic The history of a famous Italian manufacturing company (e.g. Fiat, Olivetti).
- Sub-topic Life, times and work of a significant figure in the artistic heritage of Italy (e.g. Michelangelo, Puccini).

**Topic: Lifestyle in Italy and abroad**
- Sub-topic Italian soccer: the challenge to succeed.
- Sub-topic The Italian contribution to the world motor industry.
- Sub-topic The global impact of Italian cuisine.
- Sub-topic The Italian origins of the Melbourne ‘café society’.

**Topic: Arts and entertainment**
- Sub-topic Love, Italian style, as depicted through art/music.
- Sub-topic The Italian influence on the arts and entertainment in Melbourne.
- Sub-topic Famous contemporary Italian musicians.
- Sub-topic Life, times and contribution of a famous Italian entertainer/artist (e.g. Sofia Loren, Federico Fellini, Robert Benigni).

**Topic: Social and contemporary issues**
- Sub-topic Environmental concerns for Italy in the twenty-first century.
- Sub-topic Political and social influences on family structures in the twentieth century.
- Sub-topic Italian immigration and emigration in the twentieth century.
Theme: The changing world

Topic: The world of work
Sub-topic Changing trends in the Italian workplace.
Sub-topic Italian-speaking people’s involvement in volunteer work.
Sub-topic Changing roles of Italian men and women in the workforce.
Sub-topic The changing nature of employment opportunities for young Italians.

Topic: Technology
Sub-topic The impact of technology on Italian society.
Sub-topic The negative impact of technology on the lifestyle of young Italians.
Sub-topic The influence of technology on communication in the Global Village.

Topic: Trade and commerce
Sub-topic The globalisation of Italian companies.
Sub-topic The import/export industry between Italy and Australia.
Sub-topic The importance of the Italian language in business.
Sub-topic The influence of an Italian business person in industry in Italy/Australia (e.g. Grollo, Agnelli, Valmorbida, Versace).

Topic: Tourism and hospitality
Sub-topic Italy’s reliance on the tourist industry.
Sub-topic Hospitality, Italian style.
Sub-topic Tourism and hospitality in Italy.
Sub-topic Changing trends of Italian holiday-makers.
Sub-topic The rise of ‘agriturismo’ in Italy.
## MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

<table>
<thead>
<tr>
<th>Text types</th>
<th>Identifiable features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement</td>
<td>Topic/product name; content (factual and persuasive information); register; style; layout.</td>
</tr>
<tr>
<td>Article (magazine)</td>
<td>Title; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Article (newspaper)</td>
<td>Title; date; place; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Brochure/leaflet</td>
<td>Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.</td>
</tr>
<tr>
<td>Guide (tourist)</td>
<td>Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.</td>
</tr>
<tr>
<td>Instruction/recipe</td>
<td>Title/topic; structure; content (equipment, method); register; style; layout.</td>
</tr>
<tr>
<td>Invitation</td>
<td>Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.</td>
</tr>
<tr>
<td>Journal entry</td>
<td>Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content (information/reflection/evaluation); conclusion; register; style; layout.</td>
</tr>
<tr>
<td>Letter/postcard (social): family, friend, acquaintance</td>
<td>Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Letter (business)</td>
<td>Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Letter (to the editor)</td>
<td>Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.</td>
</tr>
<tr>
<td>Message/email</td>
<td>Date; salutation; body (content); farewell; signing off (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Profile</td>
<td>Title/heading; content (factual information); headings/sub-headings; register; style; layout.</td>
</tr>
<tr>
<td>Report (newspaper)</td>
<td>Title; date; place; content; byline (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Report (factual)</td>
<td>Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Report (supporting recommendations)</td>
<td>Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Résumé</td>
<td>Title; content (factual information); register; style; layout.</td>
</tr>
<tr>
<td>Review/critique</td>
<td>Topic; structure; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Story, short story</td>
<td>Title/topic; structure; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Script (speech, report, sketch)</td>
<td>Title/topic; structure; content; register; style; layout.</td>
</tr>
</tbody>
</table>
MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:
- Creates a sense of person/personality for the writer in the reader’s mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:
- Manipulates the reader’s response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:
- Manipulates the reader’s emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.
Informative writing:

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.
SUITEABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

BOOKS

Coursebooks

Borgarelli Bacoccoli, Anna 1996, Tra dire e fare, Corso di lingua italiana livello medio avanzato II edizione Guerra Edizioni.
Chiuchiù et al. 1990, In Italiano, Guerra Edizioni.
Fiumi, L 1980, Come donna, zero, edizione Oscar Mondadori.
Guastella, C 2002, Giocare con la Letteratura, Alma edizioni.
Kernberger, C 1994, L ’italiano nel turismo, Guerra Edizioni.
Marin et al. 2002, Progetto Italiano 3, EdiLingua.

Easy Reader Series

(Series A – elementary to D – advanced)

Assini & Longo 1997, Rose rosse per il commissario, CIDEB Editrice.
Banfi e Gavelli, Mistero all’Abbazia, CIDEB Editrice.
Buzzati, D, La boutique del mistero, Easy Reader Series C, Heinemann.
Fo, D, Gli imbianchini non hanno ricordi, Easy Reader Series A, Heinemann.
Ginzburg, N, Ti ho sposato per allegria, Easy Reader Series A, Heinemann.
Maraini, D, Mio marito/L'altra famiglia, Easy Reader Series A, Heinemann.
Merani, T, Manichini CIDEB Editrice.
Civilisation and culture


Amato, C 1993, Mondo Italiano, Bonacci editore, Roma.

Autori Vari, Cliccando l’Italia, Programma Multimediale di lingua e cultura italiana per stranieri, Guerra Edizioni.


Baietti et al. 1998, L’italiano all’opera, Bonacci.

Continanza e Diadori 1997, Viaggio nel nuovo cinema italiano, Edizioni La Certosa, Firenze.


Di Francesco, Anna Maria et al., Bar Italia, Alma Edizioni, Firenze.

De Giulì et al., Cinema Italiano, Alma edizioni.


Pagnottoni Sebastiani et al. Civiltà Italiana, Guerra Edizioni.


Grammar


Balboni, PE 1999, Grammagiochi, Bonacci.

Battaglia, G, Grammatica Italiana per stranieri, 12th edition, Bonacci.

BBC Italian Grammar, CIS Heinemann.

De Giulì, Le preposizioni italiane, Alma edizioni, Firenze.

English Grammar for students of Italian, CIS Heinemann.


Naddeo, I pronomi italiani, Alma edizioni, Firenze.


Ponetti, A, Verbi Italiani Bonacci.

Tartaglione, Grammatica Italiana, Alma edizioni, Firenze.

Tartaglione, Verbissimo Alma edizioni, Firenze.

Urbani, S, Le forme del verbo italiano Bonacci editore, Roma.

Dictionaries

Collins Italian Dictionary


Hazon, M, Grande Dizionario Garzanti Inglese-Italiano Italiano-inglese.


Teacher references

Gobetti, D et al. 1996, 2001 Italian and English Idioms, Barron’s Educational Series Inc., USA.

Ludbrook, M et al. 1997, Italian Film in the Classroom, Books 1 and 2, Teacher notes, worksheets, activities for films, Adelaide.

Marmini e Vincentini 1997, Passeggiate Italiane livello avanzato, Bonacci.


Mary Glasgow Publications 1992, Idee pratiche per lezioni d’italiano, Mary Glasgow Publications.

Listening


Gruppo Meta 1993, Due: corso comunicativo di italiano per stranieri, secondo livello, Bonacci.


Marin, T, Ascolto Medio, Edi Lingua.

Marin, T, Ascolto Avanzato, Edi Lingua.

Marmin et al. 1989, Ascoltare dal vivo Materiale di ascolto, livello intermedio, Bonacci.


Urbani, S 1988, Senta, Scusi ... Programma di comprensione auditiva per l’italiano come lingua straniera con spunti di produzione libera orale, Bonacci.

Speaking

Bailini et al. 2002, Ricette per parlare, Alma edizioni.

Bark et al. 1997, Pro e Contro 1, Bonacci.

Cammarota, G 1999, Parlando italiano, 3 Guerra Edizioni.


Marin, T 2000, La Prova Orale 1 and 2, Edi Lingua.

Mezzardi, M et al. 1995, Parole per parlare, Libro per lo studente, Guerra Edizioni.

**Reading**

Camalich et al., *Un mare di parole*, Bonacci.

**Writing**

Ballarin et al. *Destinazione Italia: L’italiano per operatori turistici*, Bonacci.
Cherubini, *L’Italiano per gli affari, lingua e cultura aziendale*, Bonacci.
Paganini, *issimo*, Bonacci.

**WEBSITES**

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

It is not possible to organise this list in any more than general terms. Generally the title given is the title of the page; where this is not possible a description of the content is given.

- www.enit.it: Italian Government Tourist Office
- www.museonline.it: link to museums – Ministry of Culture
- www.liberliber.it: online bookshop and library
- www.vivacity.it: gateway to many different cities
- www.ragazzinet.it: site for children
- www.pianetabimbi.it: site for children
- www.rai.it: RAI
- www.repubblica.it: Newspaper
- www.lastampa.it: Newspaper
- www.corrieredellasera: Newspaper
- www.cnn.it: CNN
- www.pupa.it: Magazine
- http://web.uvic.ca/hrd/halfbaked/: Authoring tools for online exercises
- http://web.uvic.ca/hrd/hotpot/wintutor/: HOT POTATOES - Authoring tools for online exercises
- www.guerra-edizioni.com: Guerra edizioni publishers
- www.bonacci.it: Bonacci publishers
- www.almaedizioni.it: Alma edizioni publishers
- www.edilingua.it: Edilingua publishers
- www.mangiarebene.com: recipes
- www.vaticano.va: Vatican website
- www.europa.eu.int: European Union
- www.trenitalia.it: Italian railways

**JOURNALS & PERIODICALS**

- Annabella
- Donna Moderna
- Eli Magazines – Insieme, Oggiitalia
- Epoca
- L’Espresso
- Famiglia Cristiana
- Grazia
- Gioia
- Il Corriere della Sera
- Il Globo
- Il Messaggero
- Il Progresso Italo-Australiano - Dell’ INAS-CISL D’Australia
- Italiani nel mondo
- Lo Sport Italiano
- La Fiamma
- La Stampa
- La Repubblica
- Messaggero di Sant’Antonio
**FILMS**

Le Avventure Di Pinocchio
I Cento Passi
Il Commissario Montalbano: Il Cane Di Terracotta
Così è la Vita: Una Storia Vera
La Dolce Vita
Don Camillo
Forza Italia
Il Gattopardo
La Grande Guerra
Indagine Su Un Cittadino Al Di Sopra Di Ogni Sospetto
Ladri Di Saponette
Malena
Mio Amico Benito
Il Moralisti
Non Ci Resta Che Piangere
Le Notti Di Cabiria
Parenti Serpenti
La Ragazza Di Bube
Ricomincio Da Trè
Rocco Ei Suoi Fratelli
Sacco E Vanzetti
La Stanza Del Figlio
Vá’ Dove Ti Porta Il Cuore
Toto Diabolicus
Volevo I Pantaloni
L’Albero Degli Zoccoli (feature film) 1979, Radiotelevisione (RAI), Italy.
Che ora è? (feature film) 1989, Cecchi Gori Group, Italy.
Cristo si è Fermato a Eboi (feature film) 1979, Franklin Media, Italy.
Dove siete? Sono qui (feature film) 1993, RAIUNO, Italy.
Dimenticare Palermo (feature film) 1990, Retelitalia, Italy.
18.000 giorni fa (feature film) 1993, SACIS, Italy.
I Due Carabinieri (feature film) 1984, C G Silver Film, Italy.
Ieri, Oggi e Domani (feature film) 1963, Compagnia Cinematografica Champion, Italy.
Il Testimone Dello Sposo (feature film) 1997, Duea Film, Italy.
Il Postino (feature film) 1994, Cecchi Gori Group, Italy.
Johnny Stecchino (feature film) 1991, Cecchi Gori Group, Italy.
Kaos (feature film) 1984, Filmtre, Italy.
La Famiglia (feature film) 1987, Radiotelevisione (RAI), Italy.
La Stazione (feature film) 1990, Fandango, Italy.
La Vita é Bella (feature film) 1997, Cecchi Gori Distribuzione, Italy.
Ladri di Biciclette (feature film) 1948, Mayer, Italy.
Ladro di Bambini (feature film) 1992, Erre produzioni, Italy.
Le Gioie Delle Donne (feature film) 1993, Electric/Real/world/ ABC, Australia.
Mediterraneo (feature film) 1991, AMA Film, Italy.
Pane e Tulipani (feature film) 2002, elleu multimedia, Italy.
Mignon é Partita (feature film) 1988, Ellepi Film, Italy.
Nuovo Cinema Paradiso (feature film) 1988, Radiotelevisione (RAI), Italy.
Pane e Cioccolato (feature film) 1974, Video Paradise, Italy.
Porte Aperte (feature film) 1990, Erre Produzioni, Italy.
Pompe, Città Aperta (feature film) 1946, Excelsa Film, Italy.
Speriamo che sia Femmina (feature film) 1985, Cerni cinematografica s.r.l. Italy.
Stanno Tutti Bene (feature film) 1990, Erre produzioni, Italy.
Storie di Ragazzi e di Ragazze (feature film) 1989, SACIS, Italy.
Strane Storie (feature film) 1994, Film Master Group, Italy.
Voire Volare (feature film) 1991, Bambu, Italy.

**SINGERS/SONGWRITERS**

Baglioni, Claudio
Bocelli, Andrea
Britti, Alex
Cotugno, Totò
Dalla, Lucio
De André, Fabrizio
De Gregori, Francesco
Ferro, Tiziano
Giorgia
Jovanotti
Morandi, Gianni
Nannini, Gianna
Nek
Pausini, Laura
Pavarotti, Luciano
Ramazzotti, Eros
Ranieri, Massimo
Zucchero
ORGANISATIONS

CO.AS.IT
189 Faraday Street
Carlton, 3053
Tel: 9349 9022, Fax: 9349 1063
Apply directly to the CO.AS.IT library for resources, kits, videos and other support

Victorian Association of Teachers of Italian (VATI)
PO Box 1361
Carlton 3053
Tel 9517 3053

Italian Institute of Culture
233 Domain Road
South Yarra 3141
Tel: 9866 5931 / 9866 4729 Fax: 9867 3696

Italian Consulate
508 St Kilda Road
Melbourne 3001
Tel: 9867 5744

Italian Historical Society
189 Faraday Street
Carlton 3053
Tel: 9349 9022

Lombard (Costume Hire, masks)
40-70 Mt Alexander Road
Flemington 3031
Tel: 9379 2500

Italian Government & Tourist Bureau
Level 26, 44 Market Street
Sydney 2000
Tel: (02) 9262 1666, Fax: (02) 9262 1677

Immigration Museum
400 Flinders Street
Melbourne 3000
Tel: 9927 2700

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PO Box 272
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