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Contents

Units 1 and 2: 1 January 2019 – 31 December 2024

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

VCE Italian focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Italian in a range of contexts and develop cultural understanding in interpreting and creating language.
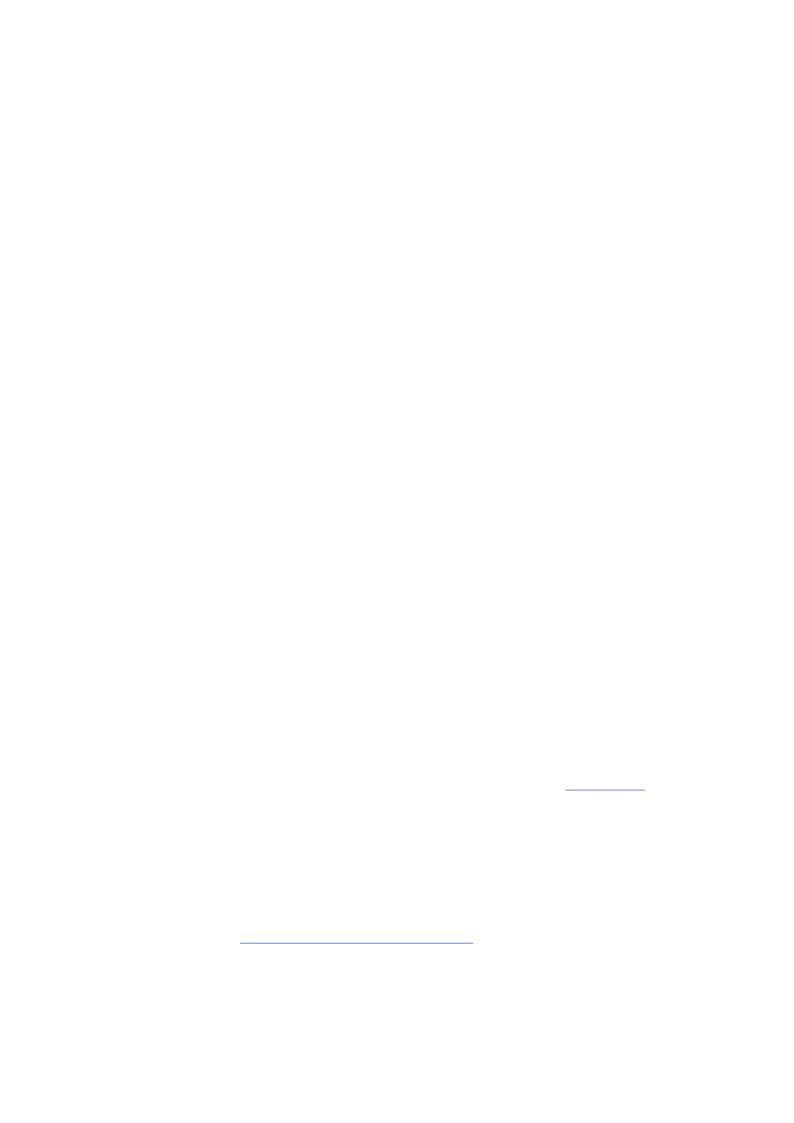
Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Rationale

The study of Italian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of Italian provides students with the ability to understand and use a language that is spoken in Italy, Vatican City and San Marino. Italian is one of the official languages of Switzerland and the European Union. Italian is widely spoken in Malta, Albania, Croatia, Slovenia and Libya and is also spoken by communities of Italian speakers who migrated to countries such as Australia, Argentina, Brazil, Canada and the United States. It provides students with a direct means of access to the rich and varied cultures of the many communities around the world for whom Italian is a means of communication.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Italian-speaking communities in Australia and internationally in a variety of endeavours, such as tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

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 the study.

This study offers a number of opportunities for students to develop employability skills. The

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

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 VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study design.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE study design and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student 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 _____ _____for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Italian are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- Examinations*: oral component and written component: 50 per cent.

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

Work related to the outcomes of each unit 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 _____ _____ for authentication procedures.

For the purposes of this study the following specifications apply across all units. Details of the scope of each specification are provided in the unit overviews and in the introduction to the relevant areas of study.

Themes and topics are prescribed and create a framework of content for the activities and tasks that students

Interpretive communication requires the location, interpretation and analysis of information obtained in Italian. The content is drawn from the themes and topics selected for the unit and includes listening and reading texts and may include visual materials that reflect some aspect of language or culture.

Content related to the themes and topics selected for the unit is presented to a specified audience in oral or written form in Italian, and may include visual, movement or musical elements. In Units 1 and 2, the presentation focus is on introducing cultural aspects associated with Italian-speaking communities to a specific audience, through narration, recounting and explaining in an informative and engaging way. In Units 3 and 4, the focus is on integrating concepts, information and ideas from a range of sources, and presenting them to persuade an audience, to reflect and express ideas, explain a point of view or evaluate information.

There are three prescribed themes for study in VCE Italian:

- The individual
- The Italian-speaking communities
- The world around us

These themes have a number of prescribed topics and suggested subtopics.

All the themes and topics are to be studied over the course of Units 1–4. The order in which the themes and topics are studied is not prescribed; teachers may choose which themes and topics are studied for each unit.

In each unit, the learning program will include topics from more than one theme and at least one topic and subtopic for each area of study. The subtopic will provide the context for teaching, learning and assessment of achievement.

Consideration should be given to the appropriateness of topics and subtopics in terms of creating logically sequenced language skill development and for the depth of study required in each unit. It is not expected that all topics will require the same amount of study time and some may be more suited to Units 1 and 2 or to Units 3 and 4, depending on the learning program.

- ***Personal identity and lifestyles***
  For example,

- ***The Italian cultural heritage***
  For example,

- ***Global and contemporary society***
  For example,

- ***Relationships***
  For example,

- ***Historical/contemporary people and events***
  For example,

- ***Communication and media***
  For example,

- ***Education and aspirations***
  For example,

- ***Living in an Italian community***
  For example,

- ***The influence of science and technology***
  For example,

Students come into contact with a wide range of texts when undertaking VCE Italian and practise listening, speaking, reading, writing and viewing skills through texts of all types. The texts used by students to practise receptive language skills (listening, reading and viewing) should be chosen for their suitability to develop student learning in the selected subtopics for each unit. The demands on students are greater when producing original texts (spoken or written). Productive activities must be appropriate to the level of language learning of the students. For the purpose of this study, viewed texts may include photographs, pictures, posters, films or film clips, captioned illustrations or maps related to the subtopic. It is important that students have an awareness of the features, context, purpose and audience of each text used and the text type in general.

The text types that students can reasonably be expected to produce by the completion of this study include:

Advertisement	Discussion	Report
Announcement	Email	Résumé
Article	Interview	Review
Blog	Letter (formal or informal)	Role-play
Conversation	Note	Script of a speech or talk

Grammar

Students are expected to recognise and use the following grammatical items:

Nouns   – regular forms, gender and number

– common irregular forms (singular and plural)

– compound nouns, for example

– invariable forms in the plural, for example

Pronouns   – personal pronouns – subject, direct object, indirect object
                             use and position of personal pronouns
                             personal pronouns and apostrophe, for example
                             personal pronouns and past participle, for example

                             combined pronouns, for example

                             – relative pronouns (including word order), for example

                             – interrogative pronouns, for example

                             – demonstrative pronouns, for example

                             – indefinite pronouns, for example

                             – possessive pronouns, for example

                             – reflexive pronouns

                             – disjunctive pronouns, for example

Common uses of *si, ci*   –   impersonal pronouns, for example
and *ne*   passive pronouns, for example

                             –   personal pronouns
                                         demonstrative pronouns[†]
                                         adverbs of place, for example

                             –   pronouns and adverbs

Verbs   – conjugation of verbs

                             – regular forms

                             – frequently occurring irregular forms

                             – reflexive verbs

                             – moods: indicative   present
                                                       present progressive, for example

                                                       present perfect
                                                       imperfect
                                                       pluperfect
                                                       future
                                                       future perfect[†]
                                                       past historic[†]

                                         conditional   present
                                                       perfect

                                         subjunctive   present
                                                       imperfect, 'if' clause
                                                       perfect[†]
                                                       pluperfect[†]

                                         imperative   including its use in formal and informal address and
                                                       with pronouns

                                         gerund   present, for example

                                         infinitive

– auxiliaries – '   ' and '   '

                 special uses of '   '[†]

– participles

– passive voice

– impersonal verbs and expressions, for example

– modal verbs:

–   in the present, present perfect, imperfect and future tenses of the indicative, and in the present conditional

– idiomatic use of '   ' and '   ', for example

Prepositions

– simple and articulated forms

– common prepositional phrases, for example

Numerals

– cardinal, ordinal, decimal, dates

– fractions, for example

– time

– common measurements, for example

– collective numbers, for example

– mathematical signs, for example

Conjunctions and linking words

– common conjunctions, for example

– connectives, for example

– linking words, for example

Negation

– use of '   '

– double negative, for example

False friends

– words that are similar to English but actually have different meanings, for example

Agreements

– articles, nouns, adjectives, verbs, subjects, pronouns, articulated prepositions

[†]for recognition only

In this unit students develop an understanding of the language and culture/s of Italian-speaking communities through the study of three or more topics from the prescribed themes listed on page 11. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Italian culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of this study design.

In this area of study students develop their skills and knowledge to establish and maintain an informal, personal, spoken interaction in Italian on a selected subtopic.

Students consider language as a tool for communication and focus on language important for effective participation in spoken interaction. They develop their understanding that the content and the direction of an exchange are influenced by the participants and the purpose of the interaction, and consider the influence of cultural perspectives on meaning and mutual understanding.

On completion of this unit the student should be able to exchange meaning in a spoken interaction in Italian.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for exchanging information on the selected subtopic
- oral language for participating in an informal, personal, spoken interaction in Italian, including idioms
- language and behaviours required to effectively initiate, maintain and close a spoken exchange
- a range of expectations of the participants in the spoken interaction, depending on age, status and other relevant considerations.

- discuss the selected subtopic
- link and sequence ideas and information
- recognise and respond to cues for turn-taking
- use a range of question and answer forms
- self-correct language use as appropriate

- use appropriate pronunciation, intonation and stress
- use appropriate forms of address and non-verbal forms of communication, such as eye contact and gestures
- recognise meaning in terms and concepts without a direct equivalent in English
- use language that conveys intended meaning, taking into account cultural perspectives.

In this area of study students locate and use information from two texts in Italian, chosen from a written, spoken or audiovisual format. They develop skills and knowledge to read, listen to or view texts in Italian effectively, to summarise content and to combine information from the texts in written responses in Italian and English. The subtopic selected for the texts will be drawn from the prescribed themes and topics and should provide an opportunity for students to learn about the culture/s of the Italian-speaking communities.

In preparation for understanding and interpreting information on the selected subtopic, students consider relevant content, language and cultural information. They focus on language important for presenting information in written form, such as answering questions or writing for a specific purpose and audience. Students identify and clarify aspects of language and culture in the texts.

On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in Italian, and respond in writing in Italian and in English.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for understanding, interpreting and conveying information on the subtopic
- conventions of text types and language for relaying information in writing.

- identify key concepts from written, spoken or audiovisual texts in Italian
- differentiate between general meaning and specific meaning
- link ideas and information from the two selected texts
- recognise and interpret expressions without a direct equivalent in English
- use suitable written Italian for the purposes of the text type, such as levels of formality or abbreviated language
- use appropriate spelling, grammar, layout and punctuation
- self-correct language use as appropriate.

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of this study design.

In this area of study students participate in a written exchange in Italian. They develop skills and knowledge that enable them to read, listen to and view texts in Italian and to develop a suitable response in Italian. The stimulus material may be in spoken or written form, such as a letter, telephone message, video call or email, and may be accompanied by visual information, such as maps, advertisements, menus, photographs, film clips or diagrams.

In preparation for engaging with the subtopic, students consider relevant content, language and cultural information. They focus on language that is important for writing for a specific purpose and audience. Students identify and clarify aspects of language in the exchange and account for the influence of cultural perspectives on meaning and mutual understanding.

On completion of this unit the student should be able to respond in writing in Italian to spoken, written or visual texts presented in Italian.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for understanding and conveying general information and information on the subtopic
- conventions of text types and language for relaying information in writing
- nature of direct, indirect and rhetorical questions in Italian.

- use strategies for identifying key concepts and information from written, spoken, visual or audiovisual texts in Italian
- respond to requests or questions and link to ideas and information provided in the exchange
- differentiate between general meaning and specific meaning
- use appropriate spelling, grammar, layout and punctuation
- self-correct language use as appropriate.

In this area of study students extract information from texts provided in Italian and respond to the texts in writing using elements of this information. They develop skills and knowledge to read, listen to or view texts in Italian and to use information in a new context. The topic selected for the texts will be drawn from the prescribed themes, with students developing their understanding of the culture/s of Italian-speaking communities.

In preparation for understanding and interpreting information on the topic, students consider relevant content, language and cultural information. They focus on language that is important for identifying and synthesising information presented in Italian and for recounting information in Italian. They recognise and account for other perspectives in their interpretation of information, ideas and opinions.

On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Italian.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for understanding, interpreting and conveying information on the subtopic
- conventions of text types and language for commenting in writing on information, ideas and opinions.

- use strategies for identifying relevant concepts and detailed information in written, spoken or visual texts in Italian
- evaluate, select and use relevant information
- link detailed ideas and information from the stimulus material with general knowledge of the topic
- recognise meaning in terms and concepts without a direct equivalent in English
- self-correct language use as appropriate
- use suitable written Italian for the purposes of the text type and audience, such as an appropriate level of formality
- use appropriate spelling, grammar, layout and punctuation.

In this area of study students research cultural products or practices that demonstrate an aspect of the culture studied. They develop an oral presentation in Italian on an aspect of the selected subtopic of interest to them.

Students consider relevant content, language and cultural information that can be used in the development of their oral presentation. They focus on skills and knowledge that enable them to read, listen to and view texts in Italian and to speak about cultural connections and comparisons.

Students may consider aspects of culture such as:

- cultural products or practices that demonstrate cultural differences between different Italian-speaking communities
- the cultural dimension underpinning social behavioural norms, social expectations and the way individuals engage with the world
- differences and similarities between Italian-speaking and other communities and social structures
- the interplay between culture and the individual, including attitudes to social conformity.

On completion of this unit the student should be able to explain information, ideas and concepts orally in Italian to a specific audience about an aspect of culture within communities where Italian is spoken.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

- one or more aspects of the culture of Italian-speaking communities
- concepts and ideas that reflect the selected subtopic
- vocabulary and grammar suitable for understanding, interpreting and conveying information orally
- text and language conventions used in written, spoken and visual texts in Italian
- the focus, purpose and subject matter of the presentation.

- identify cultural meaning in written, spoken or audiovisual texts in Italian
- select relevant examples to demonstrate an aspect of culture
- create an original oral presentation in Italian that explains one or more aspects of culture
- sequence ideas logically
- use suitable oral Italian and other elements as appropriate to the text type, purpose and audience for the presentation
- use visual, digital media or other resources to support the presentation
- self-correct language use as appropriate
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Suitable tasks for assessment in this unit may be selected from the following:

- Write a personal answer to an email
- Write an informative blog in response to texts
- Respond in a written letter to a radio announcement or editorial.

- Describe in writing an experience seen from different perspectives
- Write a reflective article on a cultural insight, such as the attitudes of Italian-speaking people in Australia and elsewhere to traditional customs
- Evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society.

- Narrate a life story, event or incident that highlights an aspect of culture
- Tell the class a personal or reflective story about a cultural event
- Present and explain an aspect of culture, referring to a portfolio or a PowerPoint presentation.

Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

In this unit students investigate the way Italian speakers interpret and express ideas, and negotiate and persuade in Italian through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Italian, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Italian-speaking communities. They reflect on how knowledge of Italian and Italian-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of this study design.

In this area of study students develop skills and knowledge to resolve a personal issue by negotiating a mutually agreeable outcome in a spoken exchange in Italian on a selected subtopic. Students research relevant content, language and cultural information, in particular that associated with acknowledging other speakers' points of view, and negotiating and persuading in culturally appropriate ways. They consider the interplay between cultural perspectives and mutual understanding, and focus on language important for effective participation in spoken interactions in Italian. Students develop their understanding that language choices influence outcomes and impressions created in the exchange.

On completion of this unit the student should be able to participate in a spoken exchange in Italian to resolve a personal issue.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for interpreting information, and negotiating and expressing a point of view or preference
- oral language and behaviours required to effectively initiate, maintain and close a spoken exchange, including strategies for revisiting unresolved issues and confirming outcomes
- negotiation strategies including acknowledging and linking to other speakers and offering compromises.

- exchange relevant information
- link ideas in a logical and persuasive way
- recognise meaning in terms and concepts with implied meaning or without a direct equivalent in English
- use language that conveys intended meaning, taking into account cultural perspectives

- understand expectations and influences on participants in the interaction and use negotiation strategies
- clarify decisions and ensure agreed outcomes are reached
- self-correct language use as appropriate
- use appropriate pronunciation, intonation and stress
- use appropriate forms of address and non-verbal forms of communication
- recognise and respond to questions and cues for turn-taking.

In this area of study students extract information from three or more texts relating to the selected subtopic, and create written responses to specific questions or instructions in Italian. Students synthesise information from written, spoken and visual texts.

Students consider relevant content, language and cultural information from three or more texts to identify and interpret key ideas and detail on the selected subtopic. Texts could include extracts, articles, blogs, webpages, postcards, stories, podcasts, songs, plays, news items, films, photographs, maps and other written, spoken or viewed texts. Students connect and compare ideas and identify different points of view or perspectives in each of the texts.

Students respond to the texts in writing in Italian. They consider the influence of language, culture, social norms and ways of thinking in shaping meaning and the sequencing of ideas in the response.

On completion of this unit the student should be able to interpret information frspoken and visual texts.et in8283 T.6nformation fron

In this area of study students create an extended original piece of personal, informative or imaginative writing in Italian to express ideas, thoughts or responses on an aspect of the selected subtopic.

Students analyse and reflect on content related to the selected subtopic to assist in identifying aspects suited to reflection, informing or storytelling. They may use cultural products or practices as stimulus material for their writing. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students consider the language and features of the types of text they encounter to ensure that their writing includes culturally appropriate content.

On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in Italian.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

- features of a range of personal, informative or imaginative written texts in Italian
- vocabulary and grammar suitable for expressing personal ideas, retelling information or storytelling
- methods of presenting direct and reported speech
- appropriate language and layout for the selected text type.

- use strategies for creating an original text in Italian, including planning, drafting, self-correcting and use of dictionaries
- use appropriate tenses, time words, levels of language and register
- sequence ideas appropriately and in accordance with the features of the text type to engage readers
- use stylistic features, language, layout and other elements appropriate to the text type, purpose and audience of the writing
- use appropriate spelling, grammar and punctuation.

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Italian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Italian.

Students identify and reflect on cultural products or practices that provide insights into Italian-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of this study design.

In this area of study students research and present information on a cultural product or practice from an Italian-speaking community. Students develop knowledge and skills to share observations and consider how the product or practice may reflect a specific cultural perspective or behaviour.

Through the investigation of a cultural product or practice, students research specialised content, language and cultural information related to the selected subtopic. The subtopic for Area of Study 1 may be the same as the subtopic for Area of Study 2. Students use knowledge of the subtopic to explain differences and similarities between cultural contexts, such as the present and the past, or between Italian-speaking communities in different locations around the world. They develop language important for effective participation in spoken interaction in Italian, including deep knowledge of the subtopic, to present information, ideas and opinions about the cultural product or practice and to participate in an extended discussion.

On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in Italian.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

- ideas and concepts related to the selected subtopic
- vocabulary relating to a cultural product or practice, including expressions that reflect aspects of culture
- the cultural and social context within which the product or practice exists
- oral language and behaviours required to present information and participate in an interview on the subtopic, including anticipating and responding to questions
- vocabulary and grammar suitable for conveying information, explaining opinions and sharing ideas.

- select relevant and interesting information for the exchange and in response to questions
- link ideas logically
- recognise and respond to questions and cues for turn-taking
- self-correct language use as appropriate
- use appropriate pronunciation, intonation and stress
- use appropriate forms of address and non-verbal forms of communication
- explain meaning in terms and concepts without a direct equivalent in English
- exchange and justify opinions and ideas
- recognise and use suitable language and strategies to distinguish between factual information and personal perspectives.

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework 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 relate to the selected subtopic and be completed mainly in class and within a limited timeframe. All responses for this unit are to be in Italian.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes   for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Share information, ideas and opinions in a spoken exchange in Italian.	20	A three- to four-minute interview providing information and responding to questions about a cultural product or practice.
Analyse information from written, spoken and viewed texts for use in a written response in Italian.		An approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts.
Present information, concepts and ideas in evaluative or persuasive writing on an issue in Italian.		An approximately 300-word evaluative or persuasive piece of writing.

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations.

The examinations together will contribute 50 per cent to the study score.

- an oral examination
- a written examination.

All relevant key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

The written examination will be set by a panel appointed by the VCAA.

The examinations will be completed under the following conditions:

-