

Prep to Year 2 standard elaborations — Australian Curriculum: Italian

Prep to Year 10 sequence

Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. They can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student work
- developing task-specific standards for individual assessment tasks.

Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The Australian Curriculum organises the achievement standard following a two-paragraph structure. In the languages SEs the first paragraph focuses on **communicating** and the second paragraph focuses on **understanding**.

Australian Curriculum languages have two entry points: Prep* and Year 7, and SEs are provided for the two sets of achievement standards:

- Prep to Year 10 sequence
- Years 7 to 10 sequence.

The achievement standard for languages describes the learning expected of students at each band of years. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate. Performance is represented in terms of complexity and familiarity of the standard being assessed.

In Queensland the achievement standard represents the **working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills. The **discernible differences** or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Links to the achievement standard, e.g. ([AS1](#)), are provided where the achievement standard has additional examples for the descriptor. Terms are described in the Notes section following the matrix.

* Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June.

By the end of Year 2, students use Italian to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They imitate simple words and phrases. They respond to familiar games and routines such as questions about self and family (for example, *Come ti chiami? Dove abiti?* AS1), and choose among options, for example, in response to questions such as *Vuoi il gelato o la caramella?* AS2 They produce learnt sounds and formulaic expressions (for example, *È bello! Non mi piace* AS3), or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and ‘c’ and ‘ch’ pronunciation with some accuracy AS4. They differentiate between statements and questions according to intonation. They make meaning using paralinguistic and contextual support such as pictures, gestures and props AS5. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as *Ho sei anni. Sono bravo. Il gelato è buono* AS6.

Students know that Italian is the national language of Italy. They identify the 21 letters of the Italian alphabet. They know that simple sentences follow a pattern, and that nouns require an article and are gendered either masculine or feminine. They demonstrate understanding of the different ways of addressing friends, family and teachers/other adults. They identify patterns in Italian words and phrases and make comparisons between Italian and English. They know that languages borrow words from each other and provide examples of Italian words and expressions that are used in various English-speaking contexts. They identify similarities and differences in the cultural practices of Italians and Australians. They understand that they have their own language(s) and culture(s), and that they are also learners of Italian language and culture.

Key	AS1, ASx Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
Source	Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum Version 8 Italian for Foundation–10</i> , www.australiancurriculum.edu.au/f-10-curriculum/languages/Italian

Prep to Year 2 Italian standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of a student's work has the following characteristics:					
Communicating	considered use of Italian to communicate with their teacher and peers through action-related talk and play	informed use of Italian to communicate with their teacher and peers through action-related talk and play	use of Italian to communicate with their teacher and peers through action-related talk and play	guided use of Italian to communicate with their teacher and peers through action-related talk and play	directed use of Italian to communicate with their teacher and peers through action-related talk and play
	considered demonstration of comprehension by responding both verbally and non-verbally	informed demonstration of comprehension by responding both verbally and non-verbally	demonstration of comprehension by responding both verbally and non-verbally	guided demonstration of comprehension by responding both verbally and non-verbally	directed demonstration of comprehension by responding both verbally and non-verbally
	considered imitation of simple words and phrases	effective imitation of simple words and phrases	imitation of simple words and phrases	guided imitation of simple words and phrases	directed imitation of simple words and phrases
	<ul style="list-style-type: none"> • considered response to familiar games and routines such as questions about self and family • considered choice between options in response to questions 	<ul style="list-style-type: none"> • informed response to familiar games and routines such as questions about self and family • informed choice between options in response to questions 	<ul style="list-style-type: none"> • response to familiar games and routines such as questions about self and family (AS1) • choice between options in response to questions (AS2) 	<ul style="list-style-type: none"> • guided response to familiar games and routines such as questions about self and family • guided choice between options in response to questions 	<ul style="list-style-type: none"> • directed response to familiar games and routines such as questions about self and family • directed choice between options in response to questions
	considered production of learnt sounds and formulaic expressions or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea	effective production of learnt sounds and formulaic expressions or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea	production of learnt sounds and formulaic expressions (AS3) or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea	guided production of learnt sounds and formulaic expressions or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea	directed production of learnt sounds and formulaic expressions or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea
	considered experimentation with and approximation of Italian pronunciation	informed experimentation with and approximation of Italian pronunciation	experimentation with and approximation of Italian pronunciation (AS4)	guided experimentation with and approximation of Italian pronunciation	directed experimentation with and approximation of Italian pronunciation

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Communicating	<u>considered</u> differentiation between statements and questions according to intonation	<u>informed</u> differentiation between statements and questions according to intonation	differentiation between statements and questions according to intonation	<u>guided</u> differentiation between statements and questions according to intonation	<u>isolated</u> differentiation between statements and questions according to intonation
	<u>considered</u> making of meaning using paralinguistic and contextual support	<u>effective</u> making of meaning using paralinguistic and contextual support	making of meaning using paralinguistic and contextual support (AS5)	<u>guided</u> making of meaning using paralinguistic and contextual support	<u>directed</u> making of meaning using paralinguistic and contextual support
	provision of <u>purposeful</u> written descriptions, lists, labels and captions, with use of familiar words and phrases from modelled language, for example, rearranging sentence patterns	provision of <u>effective</u> written descriptions, lists, labels and captions, with use of familiar words and phrases from modelled language, for example, rearranging sentence patterns	provision of written descriptions, lists, labels and captions, with use of familiar words and phrases from modelled language, for example, rearranging sentence patterns (AS6)	provision of <u>guided</u> written descriptions, lists, labels and captions, with use of familiar words and phrases from modelled language, for example, rearranging sentence patterns	provision of <u>directed</u> written descriptions, lists, labels and captions, with use of familiar words and phrases from modelled language, for example, rearranging sentence patterns
Understanding	<u>accurate</u> knowledge that Italian is the national language of Italy	<u>informed</u> knowledge that Italian is the national language of Italy	knowledge that Italian is the national language of Italy	<u>guided</u> knowledge that Italian is the national language of Italy	<u>directed</u> knowledge that Italian is the national language of Italy
	<u>accurate</u> identification of the 21 letters of the Italian alphabet	<u>informed</u> identification of the 21 letters of the Italian alphabet	identification of the 21 letters of the Italian alphabet	<u>guided</u> identification of the 21 letters of the Italian alphabet	<u>directed</u> identification of the 21 letters of the Italian alphabet
	<u>considered</u> knowledge that: <ul style="list-style-type: none"> • simple sentences follow a pattern • nouns require an article and are gendered either masculine or feminine 	<u>informed</u> knowledge that: <ul style="list-style-type: none"> • simple sentences follow a pattern • nouns require an article and are gendered either masculine or feminine 	knowledge that: <ul style="list-style-type: none"> • simple sentences follow a pattern • nouns require an article and are gendered either masculine or feminine 	<u>guided</u> knowledge that: <ul style="list-style-type: none"> • simple sentences follow a pattern • nouns require an article and are gendered either masculine or feminine 	<u>isolated</u> knowledge that: <ul style="list-style-type: none"> • simple sentences follow a pattern • nouns require an article and are gendered either masculine or feminine
	<u>considered</u> demonstration of understanding of the different ways of addressing friends, family and teachers/other adults	<u>effective</u> demonstration of understanding of the different ways of addressing friends, family and teachers/other adults	demonstration of understanding of the different ways of addressing friends, family and teachers/other adults	<u>guided</u> demonstration of understanding of the different ways of addressing friends, family and teachers/other adults	<u>directed</u> demonstration of understanding of the different ways of addressing friends, family and teachers/other adults

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
	<ul style="list-style-type: none"> considered identification of patterns in Italian words and phrases considered comparisons between Italian and English 	<ul style="list-style-type: none"> informed identification of patterns in Italian words and phrases informed comparisons between Italian and English 	<ul style="list-style-type: none"> identification of patterns in Italian words and phrases comparisons between Italian and English 	<ul style="list-style-type: none"> guided identification of patterns in Italian words and phrases guided comparisons between Italian and English 	<ul style="list-style-type: none"> directed identification of patterns in Italian words and phrases directed comparisons between Italian and English
	<ul style="list-style-type: none"> considered knowledge that languages borrow words from each other provision of considered examples of Italian words and expressions that are used in various English-speaking contexts 	<ul style="list-style-type: none"> informed knowledge that languages borrow words from each other provision of informed examples of Italian words and expressions that are used in various English-speaking contexts 	<ul style="list-style-type: none"> knowledge that languages borrow words from each other provision of examples of Italian words and expressions that are used in various English-speaking contexts 	<ul style="list-style-type: none"> knowledge that languages borrow words from each other provision of guided examples of Italian words and expressions that are used in various English-speaking contexts 	<ul style="list-style-type: none"> fragmented knowledge that languages borrow words from each other provision of fragmented examples of Italian words and expressions that are used in various English-speaking contexts
	identification of considered similarities and differences in the cultural practices of Italians and Australians	identification of informed similarities and differences in the cultural practices of Italians and Australians	identification of similarities and differences in the cultural practices of Italians and Australians	guided identification of similarities and differences in the cultural practices of Italians and Australians	directed identification of similarities and differences in the cultural practices of Italians and Australians
	purposeful demonstration of understanding that they: <ul style="list-style-type: none"> have their own language(s) and culture(s) are learners of Italian language and culture 	informed demonstration of understanding that they: <ul style="list-style-type: none"> have their own language(s) and culture(s) are learners of Italian language and culture 	demonstration of understanding that they: <ul style="list-style-type: none"> have their own language(s) and culture(s) are learners of Italian language and culture 	guided demonstration of understanding that they: <ul style="list-style-type: none"> have their own language(s) and culture(s) are learners of Italian language and culture 	directed demonstration of understanding that they: <ul style="list-style-type: none"> have their own language(s) and culture(s) are learners of Italian language and culture

Key	shading emphasises the qualities that discriminate between the AP–BA descriptors; (AS1), (ASx) is a cross-reference to an example in the achievement standard
AP	applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations
MC	makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations
WW	works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
EX	exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
BA	becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them

Notes

Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

Dimension	Description
understanding	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
skills	the specific techniques, strategies and processes in a learning area

Terms used in Prep to Year 2 Italian SEs

These terms clarify the descriptors in the Prep to Year 2 Italian SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary (www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary) and from other sources to ensure consistent understanding.

Term	Description
accuracy; accurate	consistent with a standard, rule, convention or known facts; in Languages, <i>accurate</i> is the production of structurally correct forms of the target language
apply; applying	use or employ in a particular situation
aspects	particular parts or features
basic	fundamental; simple, elementary
communicating	a mutual and reciprocal exchange of meaning; in Languages, <i>communicating</i> refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes: <ul style="list-style-type: none">• listening and speaking in relation to relevant domains of language use and text types• reading and writing in relation to relevant domains of language use and text types• communicating strategies• translating and interpreting• reflecting on intercultural language use; students demonstrate <i>communicating</i> by: <ul style="list-style-type: none">• describing the performance in the target language, both oral and written• showing evidence of written and spoken Italian to communicate with teachers, peers and others in a range of settings and for a range of purposes
complex sentence	a sentence with one or more elements in addition to the main or independent idea or clause; in the following examples, the subordinate clauses are indicated by square brackets: <ul style="list-style-type: none">• 'I took my umbrella [because it was raining]'• 'The man [who came to dinner] is my brother.'

Term	Description
confident	<p>having strong belief or full assurance; sure;</p> <p>in Languages, <i>confident</i> students have a detailed knowledge and understanding of the target language and are able to use the target language in the correct context; they can:</p> <ul style="list-style-type: none"> • elaborate or explain the decisions made in response to the assessment provided • manipulate the language when translating to maintain the intent of the target language
considered	<p>thought about deliberately with a purpose;</p> <p>in Languages, <i>considered</i> responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language</p>
culture	<p>a framework in which things come to be seen as having meaning; it involves the lens through which:</p> <ul style="list-style-type: none"> • people see, think, interpret the world and experience • make assumptions about self and others • understand and represent individual and community identity
demonstrate; demonstration	give a practical exhibition or explanation
description; describe	give an account of characteristics or features
effective	<p>meeting the assigned purpose in a way that produces a desired or intended result; in Languages, <i>effective</i> refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes:</p> <ul style="list-style-type: none"> • effective use of a range of vocabulary and grammar • the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted • subtleties may be overlooked • cultural meanings are evident in responses but may not be fully developed; <p>students demonstrate <i>effective usage</i> in the four major language skills:</p> <ul style="list-style-type: none"> • listening — the speaker’s attitude, purpose and intentions are recognised • reading — the purpose of the text and the writer’s perspective and intention are recognised • writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent • speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
elements	<p>a component or constituent part of a whole; any word, group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning;</p> <p>in Languages, <i>elements</i> refers to a single word or fragmented group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning</p>
explain; explanation	provide additional information that demonstrates understanding of reasoning and/or application
familiar	well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method
fluent	able to speak, write, translate and interpret readily

Term	Description
formulaic language	words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. <ul style="list-style-type: none"> • story starter: 'Once upon a time' • greeting in Australian English: 'G'day, how are you going?'
fragmented	disjointed or isolated
identification; identify	to establish or indicate who or what someone or something is
informed	having relevant knowledge; being conversant with the topic; in Languages, <i>informed</i> refers to being able to apply cultural and linguistic knowledge with possible irregularities in responses provided; this includes: <ul style="list-style-type: none"> • a range of vocabulary and grammar used effectively • the meaning of familiar language is accurately demonstrated • subtleties may be overlooked • cultural meaning is evident in responses but may not be fully developed; students demonstrate <i>informed usage</i> in the four major language skills: <ul style="list-style-type: none"> • listening — the speaker's attitude, purpose and intentions are recognised • reading — the purpose of the text and the writer's perspective and intention are recognised • writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent • speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
interpret; interpretation	explaining the meaning of information or actions; in the context of second language learning, <i>interpret</i> refers to two distinct processes: <ul style="list-style-type: none"> • the act of translation from one language to another • the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others
metalinguage	a vocabulary used to discuss language conventions and use, e.g. language used to talk about: <ul style="list-style-type: none"> • grammatical terms, such as sentence, clause, conjunction • the social and cultural nature of language, such as face, reciprocating, register
partial	incomplete, half-done, unfinished
purposeful; purposefully	intentional; done by design; focused and clearly linked to the goals of the task
range	the scope of relative situations or elements; a number or grouping of things in the same category or within specified limits; the extent to which, or the limits between which, variation is possible
read; reading	process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning; <i>reading</i> includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts
readily	promptly; quickly; easily; in a ready manner; willingly; fluently; this includes being effective and informed
recognise; recognition	to be aware of or acknowledge

Term	Description
responses; respond	to react to a person or text
speak	convey meaning and communicate with purpose; some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world
text	an identified stretch of language, used as a means for communication or the focus of learning and investigation; <i>text forms</i> and conventions have developed to support communication with a variety of audiences for a range of purposes; texts can be written, spoken or multimodal and in print or digital/online forms; <i>multimodal texts</i> combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media
translation	a process of translating words or text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words
understand; understanding	to perceive what is meant, grasp an idea, and to be thoroughly familiar with; in Languages, <i>understanding</i> refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes: <ul style="list-style-type: none"> • knowledge of the language system • variability in language use • reflection on language and culture
use; using	to operate or put into effect