

# Years 3 and 4 standard elaborations — Australian Curriculum: Italian

## Prep to Year 10 sequence

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### 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 **C 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.

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\* 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 4, students comprehend a range of spoken, written, and multimodal texts on familiar topics, including home life, friends and classroom activities [AS1](#). They use Italian to communicate and to interact, for example, to exchange greetings and to address people [AS2](#), using appropriate language and pronunciation, and often formulaic expressions. They ask and respond to simple questions, by selecting between alternatives provided, by using short spoken responses which may consist of incomplete or partial Italian phrases and structures [AS3](#), or by using a key word to convey a whole idea. They talk about self, family, people, places, routine, school life and their own interests and preferences, for example, *Com'è la tua casa? La mia casa è grande, Ci sono due camere da letto e due bagni. Mi piace la mia camera da letto* [AS4](#). They use short sentences, reorganising known language to fit personal responses, for example, *Giochi domani? Sì/no/Forse* [AS5](#). Students understand short written texts, using visual cues, prediction and questioning to decipher meaning. They recall key ideas and events, recognise meanings, and respond meaningfully. Students create written texts of a few sentences using familiar language and structures.

Students demonstrate an understanding of the fact that language is used differently in different situations and contexts. They know the importance of using appropriate language when interacting in Italian, including informal/formal language, and the use of titles and gestures. They vary their responses and statements by choosing adjectives and adverbs, and by combining sentences. They demonstrate understanding of basic Italian grammatical rules, such as the fact that nouns have masculine or feminine gender and singular and plural forms, and that nouns, adjectives and articles need to agree. They identify similarities and differences in the patterns of Italian language compared to English and other familiar languages. They create texts that show understanding of how ideas are connected and how images support the meaning of texts. They make connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts. They identify cultural differences in ways of communicating and describe similarities and differences between their own and other cultures.

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

## Years 3 and 4 Italian standard elaborations

	A	B	C	D	E
<b>The folio of a student's work has the following characteristics:</b>					
<b>Communicating</b>	<b>considered</b> comprehension of a range of spoken, written, and multimodal texts on familiar topics	<b>effective</b> comprehension of a range of spoken, written, and multimodal texts on familiar topics	comprehension of a range of spoken, written, and multimodal texts on familiar topics (AS1)	<b>partial</b> comprehension of a range of spoken, written, and multimodal texts on familiar topics	<b>fragmented</b> comprehension of a range of spoken, written, and multimodal texts on familiar topics
	<b>fluent</b> use of Italian to communicate and interact using: <ul style="list-style-type: none"> <li>• appropriate language and pronunciation</li> <li>• often formulaic expressions</li> </ul>	<b>effective</b> use of Italian to communicate and interact using: <ul style="list-style-type: none"> <li>• appropriate language and pronunciation</li> <li>• often formulaic expressions</li> </ul>	use of Italian to communicate and interact (AS2) using: <ul style="list-style-type: none"> <li>• appropriate language and pronunciation</li> <li>• often formulaic expressions</li> </ul>	<b>partial</b> use of Italian to communicate and interact using: <ul style="list-style-type: none"> <li>• appropriate language and pronunciation</li> <li>• often formulaic expressions</li> </ul>	<b>fragmented</b> use of Italian to communicate and interact using: <ul style="list-style-type: none"> <li>• appropriate language and pronunciation</li> <li>• often formulaic expressions</li> </ul>
	<b>fluent</b> asking and responding to simple questions by: <ul style="list-style-type: none"> <li>• selection between alternatives provided</li> <li>• use of short spoken responses</li> <li>• use of a key word to convey a whole idea</li> </ul>	<b>effective</b> asking and responding to simple questions by: <ul style="list-style-type: none"> <li>• selection between alternatives provided</li> <li>• use of short spoken responses</li> <li>• use of a key word to convey a whole idea</li> </ul>	asking and responding to simple questions by: <ul style="list-style-type: none"> <li>• selection between alternatives provided</li> <li>• use of short spoken responses (AS3)</li> <li>• use of a key word to convey a whole idea</li> </ul>	<b>partial</b> asking and responding to simple questions by: <ul style="list-style-type: none"> <li>• selection between alternatives provided</li> <li>• use of short spoken responses</li> <li>• use of a key word to convey a whole idea</li> </ul>	<b>fragmented</b> asking and responding to simple questions by: <ul style="list-style-type: none"> <li>• selection between alternatives provided</li> <li>• use of short spoken responses</li> <li>• use of a key word to convey a whole idea</li> </ul>
	<b>fluent</b> discussion about self, family, people, places, routine, school life and their own interests and preferences	<b>effective</b> discussion about self, family, people, places, routine, school life and their own interests and preferences	discussion about self, family, people, places, routine, school life and their own interests and preferences (AS4)	<b>partial</b> discussion about self, family, people, places, routine, school life and their own interests and preferences	<b>fragmented</b> discussion about self, family, people, places, routine, school life and their own interests and preferences
	<b>considered</b> use of short sentences, with reorganisation of known language to fit personal responses	<b>informed</b> use of short sentences, with reorganisation of known language to fit personal responses	use of short sentences, with reorganisation of known language to fit personal responses (AS5)	<b>partial</b> use of short sentences, with reorganisation of known language to fit personal responses	<b>fragmented</b> use of short sentences, with reorganisation of known language to fit personal responses

	A	B	C	D	E
Communicating	<u>considered</u> demonstration of understanding of short written texts, with use of visual cues, prediction and questioning to decipher meaning	<u>informed</u> demonstration of understanding of short written texts, with use of visual cues, prediction and questioning to decipher meaning	demonstration of understanding of short written texts, with use of visual cues, prediction and questioning to decipher meaning	<u>partial</u> demonstration of understanding of short written texts, with use of visual cues, prediction and questioning to decipher meaning	<u>fragmented</u> demonstration of understanding of short written texts, with use of visual cues, prediction and questioning to decipher meaning
	<u>purposeful</u> demonstration of: <ul style="list-style-type: none"> <li>recall of key ideas and events</li> <li>recognition of meanings</li> <li>responding meaningfully</li> </ul>	<u>effective</u> demonstration of: <ul style="list-style-type: none"> <li>recall of key ideas and events</li> <li>recognition of meanings</li> <li>responding meaningfully</li> </ul>	demonstration of: <ul style="list-style-type: none"> <li>recall of key ideas and events</li> <li>recognition of meanings</li> <li>responding meaningfully</li> </ul>	<u>partial</u> demonstration of: <ul style="list-style-type: none"> <li>recall of key ideas and events</li> <li>recognition of meanings</li> <li>responding meaningfully</li> </ul>	<u>fragmented</u> demonstration of: <ul style="list-style-type: none"> <li>recall of key ideas and events</li> <li>recognition of meanings</li> <li>responding meaningfully</li> </ul>
	<u>accurate</u> creation of written texts of a few sentences using familiar language and structures	<u>effective</u> creation of written texts of a few sentences using familiar language and structures	creation of written texts of a few sentences using familiar language and structures	<u>partial</u> creation of written texts of a few sentences using familiar language and structures	<u>fragmented</u> creation of written texts of a few sentences using familiar language and structures
Understanding	demonstration of a <u>considered</u> understanding that language is used differently in different situations and contexts	demonstration of an <u>informed</u> understanding that language is used differently in different situations and contexts	demonstration of an understanding that language is used differently in different situations and contexts	demonstration of a <u>partial</u> understanding that language is used differently in different situations and contexts	demonstration of a <u>fragmented</u> understanding that language is used differently in different situations and contexts
	<u>considered</u> knowledge of the importance of using appropriate language when interacting in Italian, including: <ul style="list-style-type: none"> <li>informal/formal language</li> <li>use of titles and gestures</li> </ul>	<u>informed</u> knowledge of the importance of using appropriate language when interacting in Italian, including: <ul style="list-style-type: none"> <li>informal/formal language</li> <li>use of titles and gestures</li> </ul>	knowledge of the importance of using appropriate language when interacting in Italian, including: <ul style="list-style-type: none"> <li>informal/formal language</li> <li>use of titles and gestures</li> </ul>	<u>partial</u> knowledge of the importance of using appropriate language when interacting in Italian, including: <ul style="list-style-type: none"> <li>informal/formal language</li> <li>use of titles and gestures</li> </ul>	<u>fragmented</u> knowledge of the importance of using appropriate language when interacting in Italian, including: <ul style="list-style-type: none"> <li>informal/formal language</li> <li>use of titles and gestures</li> </ul>

	A	B	C	D	E
Understanding	<p><b>purposeful</b> variation of their responses and statements by:</p> <ul style="list-style-type: none"> <li>choosing adjectives and adverbs</li> <li>combining sentences</li> </ul>	<p><b>informed</b> variation of their responses and statements by:</p> <ul style="list-style-type: none"> <li>choosing adjectives and adverbs</li> <li>combining sentences</li> </ul>	<p>variation of their responses and statements by:</p> <ul style="list-style-type: none"> <li>choosing adjectives and adverbs</li> <li>combining sentences</li> </ul>	<p><b>partial</b> variation of their responses and statements by:</p> <ul style="list-style-type: none"> <li>choosing adjectives and adverbs</li> <li>combining sentences</li> </ul>	<p><b>fragmented</b> variation of their responses and statements by:</p> <ul style="list-style-type: none"> <li>choosing adjectives and adverbs</li> <li>combining sentences</li> </ul>
	<p><b>considered</b> demonstration of understanding of basic Italian grammatical rules, such as that:</p> <ul style="list-style-type: none"> <li>nouns have masculine or feminine gender and singular and plural forms</li> <li>nouns, adjectives and articles need to agree</li> </ul>	<p><b>effective</b> demonstration of understanding of basic Italian grammatical rules, such as that:</p> <ul style="list-style-type: none"> <li>nouns have masculine or feminine gender and singular and plural forms</li> <li>nouns, adjectives and articles need to agree</li> </ul>	<p>demonstration of understanding of basic Italian grammatical rules, such as that:</p> <ul style="list-style-type: none"> <li>nouns have masculine or feminine gender and singular and plural forms</li> <li>nouns, adjectives and articles need to agree</li> </ul>	<p><b>partial</b> demonstration of understanding of basic Italian grammatical rules, such as that:</p> <ul style="list-style-type: none"> <li>nouns have masculine or feminine gender and singular and plural forms</li> <li>nouns, adjectives and articles need to agree</li> </ul>	<p><b>fragmented</b> demonstration of understanding of basic Italian grammatical rules, such as that:</p> <ul style="list-style-type: none"> <li>nouns have masculine or feminine gender and singular and plural forms</li> <li>nouns, adjectives and articles need to agree</li> </ul>
	<p><b>considered</b> identification of similarities and differences in the patterns of Italian language compared to English and other familiar languages</p>	<p><b>informed</b> identification of similarities and differences in the patterns of Italian language compared to English and other familiar languages</p>	<p>identification of similarities and differences in the patterns of Italian language compared to English and other familiar languages</p>	<p><b>partial</b> identification of similarities and differences in the patterns of Italian language compared to English and other familiar languages</p>	<p><b>fragmented</b> identification of similarities and differences in the patterns of Italian language compared to English and other familiar languages</p>
	<p><b>accurate</b> creation of texts that show understanding of how:</p> <ul style="list-style-type: none"> <li>ideas are connected</li> <li>images support the meaning of texts</li> </ul>	<p><b>effective</b> creation of texts that show understanding of how:</p> <ul style="list-style-type: none"> <li>ideas are connected</li> <li>images support the meaning of texts</li> </ul>	<p>creation of texts that show understanding of how:</p> <ul style="list-style-type: none"> <li>ideas are connected</li> <li>images support the meaning of texts</li> </ul>	<p><b>partial</b> creation of texts that show understanding of how:</p> <ul style="list-style-type: none"> <li>ideas are connected</li> <li>images support the meaning of texts</li> </ul>	<p><b>fragmented</b> creation of texts that show understanding of how:</p> <ul style="list-style-type: none"> <li>ideas are connected</li> <li>images support the meaning of texts</li> </ul>
	<p>making of <b>purposeful</b> connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts</p>	<p>making of <b>informed</b> connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts</p>	<p>making of connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts</p>	<p>making of <b>partial</b> connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts</p>	<p>making of <b>fragmented</b> connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts</p>

	A	B	C	D	E
Understanding	<ul style="list-style-type: none"> <li>• <b>considered</b> identification of cultural differences in ways of communicating</li> <li>• <b>considered</b> description of similarities and differences between their own and other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• <b>informed</b> identification of cultural differences in ways of communicating</li> <li>• <b>informed</b> description of similarities and differences between their own and other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• identification of cultural differences in ways of communicating</li> <li>• description of similarities and differences between their own and other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• <b>partial</b> identification of cultural differences in ways of communicating</li> <li>• <b>partial</b> description of similarities and differences between their own and other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• <b>fragmented</b> identification of cultural differences in ways of communicating</li> <li>• <b>fragmented</b> description of similarities and differences between their own and other cultures</li> </ul>

**Key** **shading** emphasises the **qualities that discriminate between the A–E descriptors**; **(AS1)**, **(ASx)** is a cross-reference to an example in the **achievement standard**

# 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
<b>understanding</b>	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
<b>skills</b>	the specific techniques, strategies and processes in a learning area

## Terms used in Years 3 and 4 Italian SEs

These terms clarify the descriptors in the Years 3 and 4 Italian SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary ([www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary](http://www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary)) and from other sources to ensure consistent understanding.

Term	Description
<b>accuracy; accurate</b>	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
<b>apply; applying</b>	use or employ in a particular situation
<b>aspects</b>	particular parts or features
<b>basic</b>	fundamental; simple, elementary
<b>communicating</b>	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"><li>• listening and speaking in relation to relevant domains of language use and text types</li><li>• reading and writing in relation to relevant domains of language use and text types</li><li>• communicating strategies</li><li>• translating and interpreting</li><li>• reflecting on intercultural language use;</li></ul> students demonstrate <i>communicating</i> by: <ul style="list-style-type: none"><li>• describing the performance in the target language, both oral and written</li><li>• 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</li></ul>
<b>complex sentence</b>	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"><li>• 'I took my umbrella [because it was raining]'</li><li>• 'The man [who came to dinner] is my brother.'</li></ul>

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



Term	Description
<b>formulaic language</b>	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"> <li>• story starter: 'Once upon a time'</li> <li>• greeting in Australian English: 'G'day, how are you going?'</li> </ul>
<b>fragmented</b>	disjointed or isolated
<b>identification; identify</b>	to establish or indicate who or what someone or something is
<b>informed</b>	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"> <li>• a range of vocabulary and grammar used effectively</li> <li>• the meaning of familiar language is accurately demonstrated</li> <li>• subtleties may be overlooked</li> <li>• cultural meaning is evident in responses but may not be fully developed;</li> </ul> students demonstrate <i>informed usage</i> in the four major language skills: <ul style="list-style-type: none"> <li>• listening — the speaker's attitude, purpose and intentions are recognised</li> <li>• reading — the purpose of the text and the writer's perspective and intention are recognised</li> <li>• writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent</li> <li>• speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation</li> </ul>
<b>interpret; interpretation</b>	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"> <li>• the act of translation from one language to another</li> <li>• the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others</li> </ul>
<b>metalinguage</b>	a vocabulary used to discuss language conventions and use, e.g. language used to talk about: <ul style="list-style-type: none"> <li>• grammatical terms, such as sentence, clause, conjunction</li> <li>• the social and cultural nature of language, such as face, reciprocating, register</li> </ul>
<b>partial</b>	incomplete, half-done, unfinished
<b>purposeful; purposefully</b>	intentional; done by design; focused and clearly linked to the goals of the task
<b>range</b>	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
<b>read; reading</b>	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
<b>readily</b>	promptly; quickly; easily; in a ready manner; willingly; fluently; this includes being <b>effective</b> and <b>informed</b>
<b>recognise; recognition</b>	to be aware of or acknowledge

Term	Description
<b>responses; respond</b>	to react to a person or text
<b>speak</b>	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
<b>text</b>	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
<b>translation</b>	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
<b>understand; understanding</b>	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"> <li>• knowledge of the language system</li> <li>• variability in language use</li> <li>• reflection on language and culture</li> </ul>
<b>use; using</b>	to operate or put into effect