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|  | Years 5 and 6 standard elaborations — Australian Curriculum: ItalianPrep 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[[1]](#footnote-2) 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](#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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| Years 5 and 6 Australian Curriculum: Italian achievement standard Prep to Year 10 sequence |
| By the end of Year 6, students interact using spoken and written Italian to describe and give information about themselves, family, friends, home and school routines, experiences, interests, preferences and choices. They share aspects of their environment, express opinions, for example, È buonissimo ... è molto bravo, mi piace di più ... , penso di sì/no, secondo me ... [AS1](#SE1" \o "SE link 1, Alt+Left to return ), accept or reject ideas, agree and disagree, for example, No, non sono d’accordo! Hai ragione/torto [AS2](#SE2" \o "SE link 2, Alt+Left to return ). They ask simple questions, for example, Ti piace? Cosa prendi? Chi viene alla festa? Vieni anche tu? [AS3](#SE3" \o "SE link 3, Alt+Left to return ) They understand the main points in spoken interactions consisting of familiar language in simple sentences. When speaking, they imitate pronunciation and intonation. They understand short written texts with some variation in sentence structures and some unfamiliar vocabulary. In reading independently, they begin to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language. They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions. Students create sentences with some elaboration, for example, using coordinating conjunctions and comparisons to build short coherent texts on familiar topics [AS4](#SE4), for example, La musica di ... è bella, ma mi piace di più ... [AS5](#SE5) They write descriptions, letters, messages, summaries, invitations and narratives. They use the present tense of verbs, noun and adjective agreements and some adverbs; they choose vocabulary appropriate to the purpose of the interaction, such as to describe, to plan or to invite [AS6](#SE6"\o "SE link 6, Alt+Left to return ).Students use some metalanguage to talk about both linguistic and cultural features. They discern familiar patterns and features of written and spoken language and compare them with English, understanding that language, images and other features of texts reflect culture. They demonstrate an understanding of variation in language use, adapting language forms according to audience and context. They identify linguistic and cultural differences, and know that Australia is a multilingual and multicultural society, and that dialects are spoken both in Italy and in Italian-speaking communities around the world[[2]](#footnote-3). Students compare, identify and discuss their responses and reactions in intercultural exchanges. |
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| **Key**  | [AS1](#SE1), ASx Examples not included in the matrix are keyed numerically and cross-referenced in the matrix. |
| **Source** | Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 Italian for Foundation–10*, [www.australiancurriculum.edu.au/f-10-curriculum/languages/italian](http://www.australiancurriculum.edu.au/f-10-curriculum/languages/Italian) |

## Years 5 and 6 Italian standard elaborations

|  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
|  | The folio of a student’s work has the following characteristics: |
| Communicating | considered interaction using spoken and written Italian to describe and give information about:* themselves
* family
* friends
* home and school routines
* experiences
* interests
* preferences
* choices
 | effective interaction using spoken and written Italian to describe and give information about:* themselves
* family
* friends
* home and school routines
* experiences
* interests
* preferences
* choices
 | interaction using spoken and written Italian to describe and give information about:* themselves
* family
* friends
* home and school routines
* experiences
* interests
* preferences
* choices
 | partial interaction using spoken and written Italian to describe and give information about:* themselves
* family
* friends
* home and school routines
* experiences
* interests
* preferences
* choices
 | fragmented interaction using spoken and written Italian to describe and give information about:* themselves
* family
* friends
* home and school routines
* experiences
* interests
* preferences
* choices
 |
| considered demonstration of:* sharing of aspects of their environment
* expression of opinions
* acceptance or rejection of ideas
* agreement and disagreement
 | effective demonstration of:* sharing of aspects of their environment
* expression of opinions
* acceptance or rejection of ideas
* agreement and disagreement
 | demonstration of:* sharing of aspects of their environment
* expression of opinions ([AS1](#AS1" \o "AS1, Alt+Left to return ))
* acceptance or rejection of ideas
* agreement and disagreement ([AS2](#AS2" \o "AS2, Alt+Left to return ))
 | partial demonstration of:* sharing of aspects of their environment
* expression of opinions
* acceptance or rejection of ideas
* agreement and disagreement
 | fragmented demonstration of:* sharing of aspects of their environment
* expression of opinions
* acceptance or rejection of ideas
* agreement and disagreement
 |
| purposeful asking of simple questions  | effective asking of simple questions | asking of simple questions ([AS3](#AS3" \o "AS3, Alt+Left to return )) | partial asking of simple questions | fragmented asking of simple questions |
| considered understanding of main points in spoken interactions consisting of familiar language in simple sentences | informed understanding of main points in spoken interactions consisting of familiar language in simple sentences | understanding of main points in spoken interactions consisting of familiar language in simple sentences | partial understanding of main points in spoken interactions consisting of familiar language in simple sentences | fragmented understanding of main points in spoken interactions consisting of familiar language in simple sentences |
| Communicating | purposeful imitation of pronunciation and intonation when speaking | effective imitation of pronunciation and intonation when speaking | imitation of pronunciation and intonation when speaking | partial imitation of pronunciation and intonation when speaking | fragmented imitation of pronunciation and intonation when speaking |
| considered understanding of short written texts with some variation in sentence structures and some unfamiliar vocabulary | effective understanding of short written texts with some variation in sentence structures and some unfamiliar vocabulary | understanding of short written texts with some variation in sentence structures and some unfamiliar vocabulary | partial understanding of short written texts with some variation in sentence structures and some unfamiliar vocabulary | fragmented understanding of short written texts with some variation in sentence structures and some unfamiliar vocabulary |
| considered decoding of the meaning of unfamiliar language when reading independently through use of:* context
* questioning
* bilingual dictionaries
 | informed decoding of the meaning of unfamiliar language when reading independently through use of:* context
* questioning
* bilingual dictionaries
 | decoding of the meaning of unfamiliar language when reading independently through use of:* context
* questioning
* bilingual dictionaries
 | partial decoding of the meaning of unfamiliar language when reading independently through use of:* context
* questioning
* bilingual dictionaries
 | fragmented decoding of the meaning of unfamiliar language when reading independently through use of:* context
* questioning
* bilingual dictionaries
 |
| considered connection of ideas in different informative and creative texts, with purposeful expression and extension of personal meaning by giving reasons or drawing conclusions | effective connection of ideas in different informative and creative texts, with informed expression and extension of personal meaning by giving reasons or drawing conclusions | connection of ideas in different informative and creative texts, with expression and extension of personal meaning by giving reasons or drawing conclusions | partial connection of ideas in different informative and creative texts, with partial expression and extension of personal meaning by giving reasons or drawing conclusions | fragmented connection of ideas in different informative and creative texts, with fragmented expression and extension of personal meaning by giving reasons or drawing conclusions |
| purposeful creation of sentences with some elaboration | informed creation of sentences with some elaboration | creation of sentences with some elaboration ([AS4](#AS4" \o "AS4, Alt+Left to return ), [AS5](#AS5" \o "AS4, Alt+Left to return )) | partial creation of sentences with some elaboration | fragmented creation of sentences with some elaboration |
| purposeful production of written descriptions, letters, messages, summaries, invitations and narratives | informed production of written descriptions, letters, messages, summaries, invitations and narratives | production of written descriptions, letters, messages, summaries, invitations and narratives | partial production of written descriptions, letters, messages, summaries, invitations and narratives | fragmented production of written descriptions, letters, messages, summaries, invitations and narratives |
| Communicating | accurate use of the present tense of:* verbs
* noun and adjective agreements
* some adverbs
 | informed use of the present tense of:* verbs
* noun and adjective agreements
* some adverbs
 | use of the present tense of:* verbs
* noun and adjective agreements
* some adverbs
 | partial use of the present tense of:* verbs
* noun and adjective agreements
* some adverbs
 | fragmented use of the present tense of:* verbs
* noun and adjective agreements
* some adverbs
 |
| considered choice of vocabulary appropriate to the purpose of the interaction | informed choice of vocabulary appropriate to the purpose of the interaction | choice of vocabulary appropriate to the purpose of the interaction ([AS6](#AS6" \o "AS6, Alt+Left to return )) | choice of basic vocabulary appropriate to the purpose of the interaction | elements of vocabulary appropriate to the purpose of the interaction |
| Understanding | purposeful use of some metalanguage to talk about both linguistic and cultural features | effective use of some metalanguage to talk about both linguistic and cultural features | use of some metalanguage to talk about both linguistic and cultural features | partial use of some metalanguage to talk about both linguistic and cultural features | use of elements of metalanguage to talk about both linguistic and cultural features |
| considered discernment of familiar patterns and features of written and spoken language, and comparison of these with English, with considered understanding that language, images and other features of texts reflect culture | informed discernment of familiar patterns and features of written and spoken language, and comparison of these with English, with informed understanding that language, images and other features of texts reflect culture | discernment of familiar patterns and features of written and spoken language, and comparison of these with English, with understanding that language, images and other features of texts reflect culture | partial discernment of familiar patterns and features of written and spoken language, and comparison of these with English, with partial understanding that language, images and other features of texts reflect culture | elements of discernment of familiar patterns and features of written and spoken language, and comparison of these with English, with elements of understanding that language, images and other features of texts reflect culture |
| purposeful understanding of variation in language use through considered adaptation of language forms according to audience and context | informed understanding of variation in language use through informed adaptation of language forms according to audience and context | demonstration of an understanding of variation in language use through adaptation of language forms according to audience and context | partial understanding of variation in language use through partial adaptation of language forms according to audience and context | elements of understanding of variation in language use through fragmented adaptation of language forms according to audience and context |
| considered identification of linguistic and cultural differences  | informed identification of linguistic and cultural differences  | identification of linguistic and cultural differences  | partial identification of linguistic and cultural differences  | isolated identification of linguistic and cultural differences  |
| Understanding | considered knowledge that:* Australia is a multilingual and multicultural society
* dialects are spoken both in Italy and in Italian-speaking communities around the world
 | informed knowledge that:* Australia is a multilingual and multicultural society
* dialects are spoken both in Italy and in Italian-speaking communities around the world
 | knowledge that:* Australia is a multilingual and multicultural society
* dialects are spoken both in Italy and in Italian-speaking communities around the world
 | partial knowledge that:* Australia is a multilingual and multicultural society
* dialects are spoken both in Italy and in Italian-speaking communities around the world
 | fragmented knowledge that:* Australia is a multilingual and multicultural society
* dialects are spoken both in Italy and in Italian-speaking communities around the world
 |
| considered comparison, identification and discussion of their responses and reactions in intercultural exchanges | informed comparison, identification and discussion of their responses and reactions in intercultural exchanges | comparison, identification and discussion of their responses and reactions in intercultural exchanges | partial comparison, identification and discussion of their responses and reactions in intercultural exchanges | elements of comparison, identification and discussion of their responses and reactions in intercultural exchanges |
|  |  |
| Key | shading emphasises the qualities that discriminate between the A–E descriptors; ([AS1](#AS1)), (ASx) is a cross-reference to an example in the [achievement standard](#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.

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| 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 Years 5 and 6 Italian SEs

These terms clarify the descriptors in the Years 5 and 6 Italian SEs. Definitions are drawn from the ACARA Australian Curriculum Languages glossary ([www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary](https://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, *accurate* 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 |
| bilingual | ability to use two or more languages |
| communicating | a mutual and reciprocal exchange of meaning;in Languages, communicating refers to using language for communicative purposes in interpreting, creating and exchanging meaning; this includes:* 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 communicating by:* 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: * ‘I took my umbrella [because it was raining]’
* ‘The man [who came to dinner] is my brother.’
 |
| ****confident**** | having strong belief or full assurance; sure;in Languages, *confident* 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:* 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**** | thought about deliberately with a purpose;in Languages, considered responses mean students demonstrate a confident understanding and appreciation of the cultural and linguistic knowledge and irregularities of the language |
| culture | a framework in which things come to be seen as having meaning; it involves the lens through which:* 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 | meeting the assigned purpose in a way that produces a desired or intended result;in Languages, *effective* refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes:* 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;

students demonstrate effective usage in the four major language skills:* 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 | 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;in Languages, elements 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 |
| 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](#readily) |
| formulaic language | words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. * 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, informedrefers to being able to apply cultural and linguistic knowledge with possible irregularities in responses provided; this includes:* 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 informed usage in the four major language skills:* 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, interpret refers to two distinct processes:* 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
 |
| metalanguage | a vocabulary used to discuss language conventions and use, e.g. language used to talk about:* grammatical terms, such as sentence, clause, conjunction
* the social and cultural nature of language, such as face, reciprocating, register
 |
| partial | attempted; incomplete evidence provided |
| 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;reading 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 |
| 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;text forms 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;multimodal texts 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, understanding refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes:* knowledge of the language system
* variability in language use
* reflection on language and culture
 |
| use;using | to operate or put into effect |

1. 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. [↑](#footnote-ref-2)
2. The published achievement standard has a typographical error that has been corrected in this version. Actual text appears as: ‘They identify linguistic and cultural differences know that Australia is a multilingual and multicultural society …’ [↑](#footnote-ref-3)