Years 5 and 6 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 **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 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], accept or reject ideas, agree and disagree, for example, *No*, *non sono d'accordo! Hai ragione/torto* [AS2]. They ask simple questions, for example, *Ti piace? Cosa prendi? Chi viene alla festa? Vieni anche tu?* [AS3] 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], for example, *La musica di ... è bella*, *ma mi piace di più ...* [AS5] 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].

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[†]. Students compare, identify and discuss their responses and reactions in intercultural exchanges.

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), *Australian Curriculum Version 8 Italian for Foundation–10*, www.australiancurriculum.edu.au/f-10-curriculum/languages/italian

[†] 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 …'

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) • acceptance or rejection of ideas • agreement and disagreement (AS2)	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)	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

	A	**B**	**C**	**D**	**E**
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, AS5)	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

	A	B	C	D	E
Communicating	<u>accurate</u> use of the present tense of: • verbs • noun and adjective agreements • some adverbs	<u>informed</u> 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	<u>partial</u> use of the present tense of: • verbs • noun and adjective agreements • some adverbs	<u>fragmented</u> use of the present tense of: • verbs • noun and adjective agreements • some adverbs
	<u>considered</u> choice of vocabulary appropriate to the purpose of the interaction	<u>informed</u> choice of vocabulary appropriate to the purpose of the interaction	choice of vocabulary appropriate to the purpose of the interaction (AS6)	choice of <u>basic</u> vocabulary appropriate to the purpose of the interaction	<u>elements of</u> vocabulary appropriate to the purpose of the interaction
Understanding	<u>purposeful</u> use of some metalanguage to talk about both linguistic and cultural features	<u>effective</u> use of some metalanguage to talk about both linguistic and cultural features	use of some metalanguage to talk about both linguistic and cultural features	<u>partial</u> use of some metalanguage to talk about both linguistic and cultural features	use of <u>elements of</u> metalanguage to talk about both linguistic and cultural features
	<u>considered</u> discernment of familiar patterns and features of written and spoken language, and comparison of these with English, with <u>considered</u> understanding that language, images and other features of texts reflect culture	<u>informed</u> discernment of familiar patterns and features of written and spoken language, and comparison of these with English, with <u>informed</u> 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	<u>partial</u> discernment of familiar patterns and features of written and spoken language, and comparison of these with English, with <u>partial</u> understanding that language, images and other features of texts reflect culture	<u>elements of</u> discernment of familiar patterns and features of written and spoken language, and comparison of these with English, with <u>elements of</u> understanding that language, images and other features of texts reflect culture
	<u>purposeful</u> understanding of variation in language use through <u>considered</u> adaptation of language forms according to audience and context	<u>informed</u> understanding of variation in language use through <u>informed</u> 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	<u>partial</u> understanding of variation in language use through <u>partial</u> adaptation of language forms according to audience and context	<u>elements of</u> understanding of variation in language use through <u>fragmented</u> adaptation of language forms according to audience and context
	<u>considered</u> identification of linguistic and cultural differences	<u>informed</u> identification of linguistic and cultural differences	identification of linguistic and cultural differences	<u>partial</u> identification of linguistic and cultural differences	<u>isolated</u> identification of linguistic and cultural differences

	A	B	C	D	E
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), (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
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) 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.'

Term	Description
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

Term	Description
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, *informed* refers 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

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; *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