

Years 7 and 8 standard elaborations — Australian Curriculum: Italian

Years 7 to 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.

* 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 8, students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds. They use known phrases to exchange ideas and opinions, for example, *Non mi piace la pallacanestro* AS1. They use language to interact and to respond to classroom instructions, questions and directions. They approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants. They use gesture and some formulaic expressions to support oral interaction. Students use well-rehearsed language related to their personal experiences (for example, stating preferences in sports, leisure activities and entertainment AS2), in both spoken and written forms, and predominantly in the present tense. They demonstrate understanding of information from a range of factual and creative texts such as captions, descriptions, conversations and correspondence AS3, providing information about themselves, their personal worlds and immediate needs, interests and preferences. They produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs. They connect ideas using conjunctions such as *e, ma, però, anche, perché-* and *invece* AS4 to create simple texts using known vocabulary and structures.

Students identify similarities between Italian and English and understand that they are related languages which borrow from each other. They know that† literal translation between languages is not always possible. They reflect on how culture is evident in experiences, images and texts. They understand and use metalanguage to explain aspects of language and culture, and use simple statements to identify features of different text types. They know that language reflects contexts of situation and culture, and identify differences between standard, dialectal and regional forms of Italian. They analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture. They reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and identify how their response may be shaped by their own language(s) and culture(s).

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

† The published achievement standard has a typographical error that has been corrected in this version. Actual text appears as: ‘They know that *that* [stet] literal translation between languages is not always possible.’

Years 7 and 8 Italian standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Communicating	<p>purposeful engagement in social interaction to:</p> <ul style="list-style-type: none"> • exchange greetings • share ideas and information related to their personal, social and school worlds 	<p>effective engagement in social interaction to:</p> <ul style="list-style-type: none"> • exchange greetings • share ideas and information related to their personal, social and school worlds 	<p>engagement in social interaction to:</p> <ul style="list-style-type: none"> • exchange greetings • share ideas and information related to their personal, social and school worlds 	<p>partial engagement in social interaction to:</p> <ul style="list-style-type: none"> • exchange greetings • share ideas and information related to their personal, social and school worlds 	<p>fragmented engagement in social interaction to:</p> <ul style="list-style-type: none"> • exchange greetings • share ideas and information related to their personal, social and school worlds
	<p>purposeful use of known phrases to exchange ideas and opinions</p>	<p>effective use of known phrases to exchange ideas and opinions</p>	<p>use of known phrases to exchange ideas and opinions (AS1)</p>	<p>partial use of known phrases to exchange ideas and opinions</p>	<p>fragmented use of known phrases to exchange ideas and opinions</p>
	<p>considered use of language to:</p> <ul style="list-style-type: none"> • interact • respond to classroom instructions, questions and directions 	<p>informed use of language to:</p> <ul style="list-style-type: none"> • interact • respond to classroom instructions, questions and directions 	<p>use of language to:</p> <ul style="list-style-type: none"> • interact • respond to classroom instructions, questions and directions 	<p>use of aspects of language to:</p> <ul style="list-style-type: none"> • interact • respond to classroom instructions, questions and directions 	<p>fragmented use of language to:</p> <ul style="list-style-type: none"> • interact • respond to classroom instructions, questions and directions
	<p>accurate approximation of Italian sound patterns such as:</p> <ul style="list-style-type: none"> • consonant combinations • clear vowel sounds • unaspirated consonants 	<p>effective approximation of Italian sound patterns such as:</p> <ul style="list-style-type: none"> • consonant combinations • clear vowel sounds • unaspirated consonants 	<p>approximation of Italian sound patterns such as:</p> <ul style="list-style-type: none"> • consonant combinations • clear vowel sounds • unaspirated consonants 	<p>approximation of aspects of Italian sound patterns such as:</p> <ul style="list-style-type: none"> • consonant combinations • clear vowel sounds • unaspirated consonants 	<p>isolated approximation of Italian sound patterns such as:</p> <ul style="list-style-type: none"> • consonant combinations • clear vowel sounds • unaspirated consonants
	<p>purposeful use of gesture and some formulaic expressions to support oral interaction</p>	<p>informed use of gesture and some formulaic expressions to support oral interaction</p>	<p>use of gesture and some formulaic expressions to support oral interaction</p>	<p>use of aspects of gesture and some formulaic expressions to support oral interaction</p>	<p>isolated use of gesture and some formulaic expressions to support oral interaction</p>

	A	B	C	D	E
Communicating	<p>purposeful use of well-rehearsed language related to their personal experiences:</p> <ul style="list-style-type: none"> • in both spoken and written forms • predominantly in the present tense 	<p>effective use of well-rehearsed language related to their personal experiences:</p> <ul style="list-style-type: none"> • in both spoken and written forms • predominantly in the present tense 	<p>use of well-rehearsed language related to their personal experiences (AS2):</p> <ul style="list-style-type: none"> • in both spoken and written forms • predominantly in the present tense 	<p>use of aspects of well-rehearsed language related to their personal experiences:</p> <ul style="list-style-type: none"> • in both spoken and written forms • predominantly in the present tense 	<p>isolated use of well-rehearsed language related to their personal experiences:</p> <ul style="list-style-type: none"> • in both spoken and written forms • predominantly in the present tense
	<p>considered demonstration of understanding of information from a range of factual and creative texts</p>	<p>informed demonstration of understanding of information from a range of factual and creative texts</p>	<p>demonstration of understanding of information from a range of factual and creative texts</p>	<p>partial demonstration of understanding of information from a range of factual and creative texts</p>	<p>fragmented demonstration of understanding of information from a range of factual and creative texts</p>
	<p>purposeful use of learnt structures to create texts with provision of information about:</p> <ul style="list-style-type: none"> • themselves • their personal worlds • their immediate needs, interests and preferences 	<p>effective use of learnt structures to create texts with provision of information about:</p> <ul style="list-style-type: none"> • themselves • their personal worlds • their immediate needs, interests and preferences 	<p>use of learnt structures to create texts (AS3) with provision of information about:</p> <ul style="list-style-type: none"> • themselves • their personal worlds • their immediate needs, interests and preferences 	<p>partial use of learnt structures to create texts with provision of information about:</p> <ul style="list-style-type: none"> • themselves • their personal worlds • their immediate needs, interests and preferences 	<p>fragmented use of learnt structures to create texts with provision of information about:</p> <ul style="list-style-type: none"> • themselves • their personal worlds • their immediate needs, interests and preferences
	<p>considered production of simple descriptions with appropriate use of:</p> <ul style="list-style-type: none"> • definite and indefinite articles • adjectives • adverbs 	<p>informed production of simple descriptions with appropriate use of:</p> <ul style="list-style-type: none"> • definite and indefinite articles • adjectives • adverbs 	<p>production of simple descriptions with appropriate use of:</p> <ul style="list-style-type: none"> • definite and indefinite articles • adjectives • adverbs 	<p>partial production of simple descriptions with appropriate use of:</p> <ul style="list-style-type: none"> • definite and indefinite articles • adjectives • adverbs 	<p>fragmented production of simple descriptions with appropriate use of:</p> <ul style="list-style-type: none"> • definite and indefinite articles • adjectives • adverbs
	<p>purposeful connection of ideas using conjunctions to create simple texts using known vocabulary and structures</p>	<p>effective connection of ideas using conjunctions to create simple texts using known vocabulary and structures</p>	<p>connection of ideas using conjunctions (AS4) to create simple texts using known vocabulary and structures</p>	<p>partial connection of ideas using conjunctions to create simple texts using known vocabulary and structures</p>	<p>fragmented connection of ideas using conjunctions to create simple texts using known vocabulary and structures</p>

	A	B	C	D	E
Understanding	<u>considered</u> identification of similarities between Italian and English, with understanding that they are related languages which borrow from each other	<u>informed</u> identification of similarities between Italian and English, with understanding that they are related languages which borrow from each other	identification of similarities between Italian and English, with understanding that they are related languages which borrow from each other	<u>partial</u> identification of similarities between Italian and English, with understanding that they are related languages which borrow from each other	<u>fragmented</u> identification of similarities between Italian and English, with understanding that they are related languages which borrow from each other
	<u>considered</u> knowledge that literal translation between languages is not always possible	<u>informed</u> knowledge that literal translation between languages is not always possible	knowledge that literal translation between languages is not always possible	<u>partial</u> knowledge that literal translation between languages is not always possible	<u>fragmented</u> knowledge that literal translation between languages is not always possible
	<u>considered</u> reflection on how culture is evident in experiences, images and texts	<u>informed</u> reflection on how culture is evident in experiences, images and texts	reflection on how culture is evident in experiences, images and texts	<u>basic</u> reflection on how culture is evident in experiences, images and texts	<u>fragmented</u> reflection on how culture is evident in experiences, images and texts
	<ul style="list-style-type: none"> • <u>considered</u> understanding and use of metalanguage to explain aspects of language and culture • <u>purposeful</u> use of simple statements to identify features of different text types 	<ul style="list-style-type: none"> • <u>informed</u> understanding and use of metalanguage to explain aspects of language and culture • <u>effective</u> use of simple statements to identify features of different text types 	<ul style="list-style-type: none"> • understanding and use of metalanguage to explain aspects of language and culture • use of simple statements to identify features of different text types 	<ul style="list-style-type: none"> • <u>partial</u> understanding and use of metalanguage to explain aspects of language and culture • <u>partial</u> use of simple statements to identify features of different text types 	<ul style="list-style-type: none"> • <u>fragmented</u> understanding and use of metalanguage to explain aspects of language and culture • <u>fragmented</u> use of simple statements to identify features of different text types
<ul style="list-style-type: none"> • <u>considered</u> knowledge that language reflects contexts of situation and culture • <u>considered</u> identification of differences between standard, dialectal and regional forms of Italian 	<ul style="list-style-type: none"> • <u>informed</u> knowledge that language reflects contexts of situation and culture • <u>effective</u> identification of differences between standard, dialectal and regional forms of Italian 	<ul style="list-style-type: none"> • knowledge that language reflects contexts of situation and culture • identification of differences between standard, dialectal and regional forms of Italian 	<ul style="list-style-type: none"> • <u>partial</u> knowledge that language reflects contexts of situation and culture • <u>partial</u> identification of differences between standard, dialectal and regional forms of Italian 	<ul style="list-style-type: none"> • <u>fragmented</u> knowledge that language reflects contexts of situation and culture • <u>fragmented</u> identification of differences between standard, dialectal and regional forms of Italian 	

	A	B	C	D	E
Understanding	<p>considered analysis of the:</p> <ul style="list-style-type: none"> • impact of technology and media on communication and language forms • influence of Italian and English on one another • interrelationship of language and culture 	<p>informed analysis of the:</p> <ul style="list-style-type: none"> • impact of technology and media on communication and language forms • influence of Italian and English on one another • interrelationship of language and culture 	<p>analysis of the:</p> <ul style="list-style-type: none"> • impact of technology and media on communication and language forms • influence of Italian and English on one another • interrelationship of language and culture 	<p>partial analysis of the:</p> <ul style="list-style-type: none"> • impact of technology and media on communication and language forms • influence of Italian and English on one another • interrelationship of language and culture 	<p>fragmented analysis of the:</p> <ul style="list-style-type: none"> • impact of technology and media on communication and language forms • influence of Italian and English on one another • interrelationship of language and culture
	<ul style="list-style-type: none"> • considered reflection on how they interpret and respond to: <ul style="list-style-type: none"> – aspects of Italian language and culture – intercultural experience • considered identification of how their response may be shaped by their own language(s) and culture(s) 	<ul style="list-style-type: none"> • informed reflection on how they interpret and respond to: <ul style="list-style-type: none"> – aspects of Italian language and culture – intercultural experience • informed identification of how their response may be shaped by their own language(s) and culture(s) 	<ul style="list-style-type: none"> • reflection on how they interpret and respond to: <ul style="list-style-type: none"> – aspects of Italian language and culture – intercultural experience • identification of how their response may be shaped by their own language(s) and culture(s) 	<ul style="list-style-type: none"> • partial reflection on how they interpret and respond to: <ul style="list-style-type: none"> – aspects of Italian language and culture – intercultural experience • partial identification of how their response may be shaped by their own language(s) and culture(s) 	<ul style="list-style-type: none"> • fragmented reflection on how they interpret and respond to: <ul style="list-style-type: none"> – aspects of Italian language and culture – intercultural experience • fragmented identification of how their response may be shaped by their own language(s) and culture(s)

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 7 and 8 Italian SEs

These terms clarify the descriptors in the Years 7 and 8 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
bilingual	ability to use two or more languages
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 by</i> : <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	<p>an identified stretch of language, used as a means for communication or the focus of learning and investigation;</p> <p><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;</p> <p><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</p>
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	<p>to perceive what is meant, grasp an idea, and to be thoroughly familiar with;</p> <p>in Languages, <i>understanding</i> refers to analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange; this includes:</p> <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