

Years 7 and 8 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.

* 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 use spoken and written Italian to interact in a range of personal and social contexts. They describe or present people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds, for example, *Ecco mio padre. Si chiama Edoardo. Ha quarantadue anni* AS1. They understand main points and some specific details in a range of texts organised around known content and including some unfamiliar language. They express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed. They respond to and create simple informational and imaginative texts, for example, *Io comincio la scuola alle otto e mezzo. Le materie che studio sono l'inglese, la matematica, le scienze e la storia* AS2. They express views on familiar topics and make comparisons, adding their own opinions or reasons, for example, *Mi piace il mio amico perché è buffissimo. Mi piace anche perché è veramente intelligente* AS3. They apply their understanding that texts vary according to purpose and audience, and use contextual clues, questioning and bilingual dictionaries to identify, interpret and summarise the meaning of familiar and some unfamiliar language. They give some justification for their interpretations of texts. They ask questions and seek clarification. Students create cohesive and coherent texts for different purposes on a range of familiar topics, using appropriate language structures and vocabulary, including different modal verbs and tenses, for example, *Non posso venire alla partita perché devo studiare* AS4. They use conjunctions, adjectives and adverbs to elaborate meanings, for example, *La professoressa di matematica è molto simpatica ma il professore di educazione fisica è qualche volta troppo severo* AS5.

Students understand and use metalanguage to explain aspects of language and culture. They identify features of text types such as letters, emails, descriptions and narratives. They know that language is chosen to reflect 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 know that languages do not always translate directly. They reflect on how they interpret and respond to intercultural experience, and to aspects of Italian language and culture, and discuss how their responses 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

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 use of spoken and written Italian to interact in a range of personal and social contexts, including considered:</p> <ul style="list-style-type: none"> description or presentation of people, places, events or conditions discussion of likes, dislikes and preferences presentation of information recounting and narration of events talking about personal, social and school worlds 	<p>effective use of spoken and written Italian to interact in a range of personal and social contexts, including informed:</p> <ul style="list-style-type: none"> description or presentation of people, places, events or conditions discussion of likes, dislikes and preferences presentation of information recounting and narration of events talking about personal, social and school worlds 	<p>use of spoken and written Italian to interact in a range of personal and social contexts, including:</p> <ul style="list-style-type: none"> description or presentation of people, places, events or conditions discussion of likes, dislikes and preferences presentation of information recounting and narration of events talking about personal, social and school worlds <p>(AS1)</p>	<p>partial use of spoken and written Italian to interact in a range of personal and social contexts, including partial:</p> <ul style="list-style-type: none"> description or presentation of people, places, events or conditions discussion of likes, dislikes and preferences presentation of information recounting and narration of events talking about personal, social and school worlds 	<p>fragmented use of spoken and written Italian to interact in a range of personal and social contexts, including fragmented:</p> <ul style="list-style-type: none"> description or presentation of people, places, events or conditions discussion of likes, dislikes and preferences presentation of information recounting and narration of events talking about personal, social and school worlds
	<p>considered understanding of main points and some specific details in a range of texts organised around known content and including some unfamiliar language</p>	<p>informed understanding of main points and some specific details in a range of texts organised around known content and including some unfamiliar language</p>	<p>understanding of main points and some specific details in a range of texts organised around known content and including some unfamiliar language</p>	<p>partial understanding of main points and some specific details in a range of texts organised around known content and including some unfamiliar language</p>	<p>fragmented understanding of main points and some specific details in a range of texts organised around known content and including some unfamiliar language</p>
	<p>considered expression and understanding of feelings when corresponding with others, making considered connections between language used and cultural concepts expressed</p>	<p>informed expression and understanding of feelings when corresponding with others, making informed connections between language used and cultural concepts expressed</p>	<p>expression and understanding of feelings when corresponding with others, making connections between language used and cultural concepts expressed</p>	<p>partial expression and understanding of feelings when corresponding with others, making partial connections between language used and cultural concepts expressed</p>	<p>fragmented expression and understanding of feelings when corresponding with others, making fragmented connections between language used and cultural concepts expressed</p>

	A	B	C	D	E
Communicating	purposeful response to and effective creation of simple informational and imaginative texts	effective response to and creation of simple informational and imaginative texts	response to and creation of simple informational and imaginative texts (AS2)	partial response to and creation of simple informational and imaginative texts	fragmented response to and creation of simple informational and imaginative texts
	considered expression of views on familiar topics and making of comparisons, with purposeful addition of their own opinions or reasons	informed expression of views on familiar topics and making of comparisons, with informed addition of their own opinions or reasons	expression of views on familiar topics and making of comparisons, with the addition of their own opinions or reasons (AS3)	partial expression of views on familiar topics and making of comparisons, with partial addition of their own opinions or reasons	fragmented expression of views on familiar topics and making of comparisons, with fragmented addition of their own opinions or reasons
	<ul style="list-style-type: none"> • purposeful application of their understanding that texts vary according to purpose and audience • purposeful identification, interpretation and summarisation of the meaning of familiar and some unfamiliar language through the use of: <ul style="list-style-type: none"> – contextual clues – questioning – bilingual dictionaries 	<ul style="list-style-type: none"> • effective application of their understanding that texts vary according to purpose and audience • effective identification, interpretation and summarisation of the meaning of familiar and some unfamiliar language through the use of: <ul style="list-style-type: none"> – contextual clues – questioning – bilingual dictionaries 	<ul style="list-style-type: none"> • application of their understanding that texts vary according to purpose and audience • identification, interpretation and summarisation of the meaning of familiar and some unfamiliar language through the use of: <ul style="list-style-type: none"> – contextual clues – questioning – bilingual dictionaries 	<ul style="list-style-type: none"> • partial application of their understanding that texts vary according to purpose and audience • partial identification, interpretation and summarisation of the meaning of familiar and some unfamiliar language through the use of: <ul style="list-style-type: none"> – contextual clues – questioning – bilingual dictionaries 	<ul style="list-style-type: none"> • fragmented application of their understanding that texts vary according to purpose and audience • fragmented identification, interpretation and summarisation of the meaning of familiar and some unfamiliar language through the use of: <ul style="list-style-type: none"> – contextual clues – questioning – bilingual dictionaries
	purposeful provision of some justification for their interpretations of texts	effective provision of some justification for their interpretations of texts	provision of some justification for their interpretations of texts	partial provision of some justification for their interpretations of texts	fragmented provision of some justification for their interpretations of texts
	asking purposeful questions and seeking clarification	asking effective questions and seeking clarification	asking questions and seeking clarification	asking basic questions and seeking clarification	asking fragmented questions and seeking clarification

	A	B	C	D	E
Communicating	purposeful creation of cohesive and coherent texts for different purposes on a range of familiar topics with purposeful use of appropriate language structures and vocabulary, including different modal verbs and tenses	effective creation of cohesive and coherent texts for different purposes on a range of familiar topics with effective use of appropriate language structures and vocabulary, including different modal verbs and tenses	creation of cohesive and coherent texts for different purposes on a range of familiar topics with use of appropriate language structures and vocabulary, including different modal verbs and tenses (AS4)	partial creation of cohesive and coherent texts for different purposes on a range of familiar topics with partial use of appropriate language structures and vocabulary, including different modal verbs and tenses	fragmented creation of cohesive and coherent texts for different purposes on a range of familiar topics with fragmented use of appropriate language structures and vocabulary, including different modal verbs and tenses
	purposeful use of conjunctions, adjectives and adverbs to elaborate meanings	effective use of conjunctions, adjectives and adverbs to elaborate meanings	use of conjunctions, adjectives and adverbs to elaborate meanings (AS5)	partial use of conjunctions, adjectives and adverbs to elaborate meanings	fragmented use of conjunctions, adjectives and adverbs to elaborate meanings
Understanding	considered understanding and use of metalanguage to explain aspects of language and culture	informed understanding and use of metalanguage to explain aspects of language and culture	understanding and use of metalanguage to explain aspects of language and culture	partial understanding and use of metalanguage to explain aspects of language and culture	fragmented understanding and use of metalanguage to explain aspects of language and culture
	considered identification of features of text types such as letters, emails, descriptions and narratives	informed identification of features of text types such as letters, emails, descriptions and narratives	identification of features of text types such as letters, emails, descriptions and narratives	partial identification of features of text types such as letters, emails, descriptions and narratives	fragmented identification of features of text types such as letters, emails, descriptions and narratives
	<ul style="list-style-type: none"> • considered knowledge that language is chosen to reflect contexts of situation and culture • considered identification of differences between standard, dialectal and regional forms of Italian 	<ul style="list-style-type: none"> • effective knowledge that language is chosen to reflect contexts of situation and culture • effective identification of differences between standard, dialectal and regional forms of Italian 	<ul style="list-style-type: none"> • knowledge that language is chosen to reflect contexts of situation and culture • identification of differences between standard, dialectal and regional forms of Italian 	<ul style="list-style-type: none"> • partial knowledge that language is chosen to reflect contexts of situation and culture • partial identification of differences between standard, dialectal and regional forms of Italian 	<ul style="list-style-type: none"> • fragmented knowledge that language is chosen to reflect contexts of situation and culture • fragmented 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
	<p>considered knowledge that languages do not always translate directly</p>	<p>informed knowledge that languages do not always translate directly</p>	<p>knowledge that languages do not always translate directly</p>	<p>partial knowledge that languages do not always translate directly</p>	<p>fragmented knowledge that languages do not always translate directly</p>
	<ul style="list-style-type: none"> • considered reflection on how they interpret and respond to: <ul style="list-style-type: none"> – intercultural experience – aspects of Italian language and culture • considered discussion of how their responses 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"> – intercultural experience – aspects of Italian language and culture • informed discussion of how their responses 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"> – intercultural experience – aspects of Italian language and culture • discussion of how their responses 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"> – intercultural experience – aspects of Italian language and culture • partial discussion of how their responses 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"> – intercultural experience – aspects of Italian language and culture • fragmented discussion of how their responses may be shaped by their own language(s) and culture(s)

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