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|  | Years 9 and 10 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[[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 9 and 10 Australian Curriculum: Italian achievement standard Years 7 to 10 sequence | |
| By the end of Year 10, students use a range of everyday language both orally and in writing to exchange information about their personal, social and local world and about broader issues of personal significance. They communicate thoughts and opinions; make comparisons and contrasts (for example, a differenza di; invece [AS1](#SE1" \o "SE link 1, Alt+Left to return )), and offer reasons for points of view, opinions and preferences. They express desires and plans for the future. They give presentations, and formulate and respond to a range of questions. They create written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions. They give detailed descriptions; describe and relate episodes in time (for example, prima … poi … infine [AS2](#SE2)); and qualify statements, for example, through the use of relative clauses [AS3](#SE3). They use simple subject–verb–object constructions, extending or qualifying their message by, for example, adding complements or using modal verbs or comparatives [AS4](#SE4). They produce bilingual texts, plan what needs to be communicated to particular audiences and consider different perspectives.  Students use metalanguage to analyse and discuss features of language choice and use and cultural practice. They analyse texts, identifying features such as tone, sequences and relationships of events in time. They communicate their thoughts with awareness of different perspectives on issues or practices being discussed. They explain how Italian language use varies according to context, purpose and mode. They identify social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia. They identify particular issues relating to translating between Italian and English, such as words with similar meanings and false friends [AS5](#SE5), and identify certain concepts that cannot be translated readily from Italian to English and from English into Italian. They reflect on ways in which language and culture together create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian. They demonstrate understanding of the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity. | |
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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](https://www.australiancurriculum.edu.au/f-10-curriculum/languages/italian) |

## Years 9 and 10 Italian standard elaborations

|  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
|  | The folio of a student’s work has the following characteristics: | | | | |
| Communicating | purposeful use of a range of everyday language both orally and in writing to exchange information about:   * their personal, social and local world * broader issues of personal significance | effective use of a range of everyday language both orally and in writing to exchange information about:   * their personal, social and local world * broader issues of personal significance | use of a range of everyday language both orally and in writing to exchange information about:   * their personal, social and local world * broader issues of personal significance | partial use of a range of everyday language both orally and in writing to exchange information about:   * their personal, social and local world * broader issues of personal significance | fragmented use of a range of everyday language both orally and in writing to exchange information about:   * their personal, social and local world * broader issues of personal significance |
| * considered communication of thoughts and opinions * making of purposeful comparisons and contrasts * offering of purposeful reasons for points of view, opinions and preferences | * effective communication of thoughts and opinions * making of informed comparisons and contrasts * offering of informed reasons for points of view, opinions and preferences | * communication of thoughts and opinions * making of comparisons and contrasts ([AS1](#AS1" \o "AS1, Alt+Left to return )) * offering of reasons for points of view, opinions and preferences | * basic communication of thoughts and opinions * making of basic comparisons and contrasts * offering of basic reasons for points of view, opinions and preferences | * fragmented communication of thoughts and opinions * making of fragmented comparisons and contrasts * offering of elements of reasons for points of view, opinions and preferences |
| purposeful expression of desires and considered plans for the future | effective expression of desires and informed plans for the future | expression of desires and plans for the future | partial expression of desires and plans for the future | fragmented expression of desires and plans for the future |
| * giving of considered presentations * considered formulation of and considered response to a range of questions | * giving of informed presentations * effective formulation of and informed response to a range of questions | * giving of presentations * formulation of and response to a range of questions | * giving of basic presentations * partial formulation of and response to a range of questions | * giving of fragmented presentations * fragmented formulation of and response to a range of questions |
| considered interpretation of information and attitudes in a range of informational and imaginative texts | effective interpretation of information and attitudes in a range of informational and imaginative texts | interpretation of information and attitudes in a range of informational and imaginative texts | basic interpretation of information and attitudes in a range of informational and imaginative texts | fragmented interpretation of information and attitudes in a range of informational and imaginative texts |
| Communicating | considered creation of written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions | effective creation of written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions | creation of written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions | basic creation of written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions | fragmented creation of written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions |
| purposeful use of language to:   * give detailed descriptions * describe and relate episodes in time * qualify statements | effective use of language to:   * give detailed descriptions * describe and relate episodes in time * qualify statements | use of language to:   * give detailed descriptions * describe and relate episodes in time ([AS2](#AS2" \o "AS2, Alt+Left to return )) * qualify statements ([AS3](#AS3" \o "AS3, Alt+Left to return )) | use of aspects of language to:   * give detailed descriptions * describe and relate episodes in time * qualify statements | isolated use of language to:   * give detailed descriptions * describe and relate episodes in time * qualify statements |
| purposeful use of simple subject–verb–object constructions, with extension or qualification of their message | effective use of simple subject–verb–object constructions, with extension or qualification of their message | use of simple subject–verb–object constructions, with extension or qualification of their message ([AS4](#AS4" \o "AS4, Alt+Left to return )) | partial use of simple subject–verb–object constructions, with extension or qualification of their message | fragmented use of simple subject–verb–object constructions, with extension or qualification of their message |
| considered production of bilingual texts, with planning of what needs to be communicated to particular audiences and consideration of different perspectives | effective production of bilingual texts, with planning of what needs to be communicated to particular audiences and consideration of different perspectives | production of bilingual texts, with planning of what needs to be communicated to particular audiences and consideration of different perspectives | basic production of bilingual texts, with planning of what needs to be communicated to particular audiences and consideration of different perspectives | fragmented production of bilingual texts, with planning of what needs to be communicated to particular audiences and consideration of different perspectives |
| Understanding | purposeful use of metalanguage to analyse and discuss:   * features of language choice and use * cultural practice | effective use of metalanguage to analyse and discuss:   * features of language choice and use * cultural practice | use of metalanguage to analyse and discuss:   * features of language choice and use * cultural practice | use of aspects of metalanguage to analyse and discuss:   * features of language choice and use * cultural practice | isolated use of metalanguage to analyse and discuss:   * features of language choice and use * cultural practice |
| purposeful analysis of texts to identify features such as:   * tone * sequences * relationships of events in time | effective analysis of texts to identify features such as:   * tone * sequences * relationships of events in time | analysis of texts to identify features such as:   * tone * sequences * relationships of events in time | partial analysis of texts to identify features such as:   * tone * sequences * relationships of events in time | fragmented analysis of texts to identify features such as:   * tone * sequences * relationships of events in time |
| considered communication of their thoughts with awareness of different perspectives on issues or practices being discussed | informed communication of their thoughts with awareness of different perspectives on issues or practices being discussed | communication of their thoughts with awareness of different perspectives on issues or practices being discussed | partial communication of their thoughts with awareness of different perspectives on issues or practices being discussed | fragmented communication of their thoughts with awareness of different perspectives on issues or practices being discussed |
| purposeful explanation of how Italian language use varies according to context, purpose and mode | effective explanation of how Italian language use varies according to context, purpose and mode | explanation of how Italian language use varies according to context, purpose and mode | basic explanation of how Italian language use varies according to context, purpose and mode | fragmented explanation of how Italian language use varies according to context, purpose and mode |
| considered identification of social and cultural practices of Italians in Italy and the diaspora, including communities in Australia | informed identification of social and cultural practices of Italians in Italy and the diaspora, including communities in Australia | identification of social and cultural practices of Italians in Italy and the diaspora, including communities in Australia | partial identification of social and cultural practices of Italians in Italy and the diaspora, including communities in Australia | fragmented identification of social and cultural practices of Italians in Italy and the diaspora, including communities in Australia |
| Understanding | considered identification of:   * particular issues relating to translating between Italian and English * certain concepts that cannot be translated readily from Italian to English and from English into Italian | informed identification of:   * particular issues relating to translating between Italian and English * certain concepts that cannot be translated readily from Italian to English and from English into Italian | identification of:   * particular issues relating to translating between Italian and English ([AS5](#AS5" \o "AS5, Alt+Left to return )) * certain concepts that cannot be translated readily from Italian to English and from English into Italian | partial identification of:   * particular issues relating to translating between Italian and English * certain concepts that cannot be translated readily from Italian to English and from English into Italian | fragmented identification of:   * particular issues relating to translating between Italian and English * certain concepts that cannot be translated readily from Italian to English and from English into Italian |
| considered reflection on ways in which:   * language and culture together create meanings * their own linguistic and cultural assumptions come into play in using and learning Italian | informed reflection on ways in which:   * language and culture together create meanings * their own linguistic and cultural assumptions come into play in using and learning Italian | reflection on ways in which:   * language and culture together create meanings * their own linguistic and cultural assumptions come into play in using and learning Italian | partial reflection on ways in which:   * language and culture together create meanings * their own linguistic and cultural assumptions come into play in using and learning Italian | fragmented reflection on ways in which:   * language and culture together create meanings * their own linguistic and cultural assumptions come into play in using and learning Italian |
| purposeful demonstration of understanding of the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity | effective demonstration of understanding of the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity | demonstration of understanding of the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity | partial demonstration of understanding of the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity | fragmented demonstration of understanding of the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity |
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| 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 9 and 10 Italian SEs

These terms clarify the descriptors in the Years 9 and 10 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](#interpret), 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](#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](#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 |
| diaspora | a scattered population with a common origin in a smaller geographical area |
| 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](#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 | 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;  reading includes elements of decoding (of sounds and symbols), [interpreting](#interpret), 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](#interpret) 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)