

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* 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 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](#)), 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](#)); and qualify statements, for example, through the use of relative clauses [AS3](#). They use simple subject–verb–object constructions, extending or qualifying their message by, for example, adding complements or using modal verbs or comparatives [AS4](#). 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](#), 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.

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

Years 9 and 10 Italian standard elaborations

	A	B	C	D	E
The folio of a student's work has the following characteristics:					
Communicating	<p>purposeful use of a range of everyday language both orally and in writing to exchange information about:</p> <ul style="list-style-type: none"> • their personal, social and local world • broader issues of personal significance 	<p>effective use of a range of everyday language both orally and in writing to exchange information about:</p> <ul style="list-style-type: none"> • their personal, social and local world • broader issues of personal significance 	<p>use of a range of everyday language both orally and in writing to exchange information about:</p> <ul style="list-style-type: none"> • their personal, social and local world • broader issues of personal significance 	<p>partial use of a range of everyday language both orally and in writing to exchange information about:</p> <ul style="list-style-type: none"> • their personal, social and local world • broader issues of personal significance 	<p>fragmented use of a range of everyday language both orally and in writing to exchange information about:</p> <ul style="list-style-type: none"> • their personal, social and local world • broader issues of personal significance
	<ul style="list-style-type: none"> • considered communication of thoughts and opinions • making of purposeful comparisons and contrasts • offering of purposeful reasons for points of view, opinions and preferences 	<ul style="list-style-type: none"> • effective communication of thoughts and opinions • making of informed comparisons and contrasts • offering of informed reasons for points of view, opinions and preferences 	<ul style="list-style-type: none"> • communication of thoughts and opinions • making of comparisons and contrasts (AS1) • offering of reasons for points of view, opinions and preferences 	<ul style="list-style-type: none"> • basic communication of thoughts and opinions • making of basic comparisons and contrasts • offering of basic reasons for points of view, opinions and preferences 	<ul style="list-style-type: none"> • fragmented communication of thoughts and opinions • making of fragmented comparisons and contrasts • offering of elements of reasons for points of view, opinions and preferences
	<p>purposeful expression of desires and considered plans for the future</p>	<p>effective expression of desires and informed plans for the future</p>	<p>expression of desires and plans for the future</p>	<p>partial expression of desires and plans for the future</p>	<p>fragmented expression of desires and plans for the future</p>
	<ul style="list-style-type: none"> • giving of considered presentations • considered formulation of and considered response to a range of questions 	<ul style="list-style-type: none"> • giving of informed presentations • effective formulation of and informed response to a range of questions 	<ul style="list-style-type: none"> • giving of presentations • formulation of and response to a range of questions 	<ul style="list-style-type: none"> • giving of basic presentations • partial formulation of and response to a range of questions 	<ul style="list-style-type: none"> • giving of fragmented presentations • fragmented formulation of and response to a range of questions
	<p>considered interpretation of information and attitudes in a range of informational and imaginative texts</p>	<p>effective interpretation of information and attitudes in a range of informational and imaginative texts</p>	<p>interpretation of information and attitudes in a range of informational and imaginative texts</p>	<p>basic interpretation of information and attitudes in a range of informational and imaginative texts</p>	<p>fragmented interpretation of information and attitudes in a range of informational and imaginative texts</p>

	A	B	C	D	E
Communicating	<u>considered</u> creation of written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions	<u>effective</u> 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	<u>basic</u> creation of written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions	<u>fragmented</u> creation of written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions
	<u>purposeful</u> use of language to: <ul style="list-style-type: none"> • give detailed descriptions • describe and relate episodes in time • qualify statements 	<u>effective</u> use of language to: <ul style="list-style-type: none"> • give detailed descriptions • describe and relate episodes in time • qualify statements 	use of language to: <ul style="list-style-type: none"> • give detailed descriptions • describe and relate episodes in time (AS2) • qualify statements (AS3) 	use of <u>aspects of</u> language to: <ul style="list-style-type: none"> • give detailed descriptions • describe and relate episodes in time • qualify statements 	<u>isolated</u> use of language to: <ul style="list-style-type: none"> • give detailed descriptions • describe and relate episodes in time • qualify statements
	<u>purposeful</u> use of simple subject–verb–object constructions, with extension or qualification of their message	<u>effective</u> 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)	<u>partial</u> use of simple subject–verb–object constructions, with extension or qualification of their message	<u>fragmented</u> use of simple subject–verb–object constructions, with extension or qualification of their message
	<u>considered</u> production of bilingual texts, with planning of what needs to be communicated to particular audiences and consideration of different perspectives	<u>effective</u> 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	<u>basic</u> production of bilingual texts, with planning of what needs to be communicated to particular audiences and consideration of different perspectives	<u>fragmented</u> production of bilingual texts, with planning of what needs to be communicated to particular audiences and consideration of different perspectives

	A	B	C	D	E
Understanding	<p>purposeful use of metalanguage to analyse and discuss:</p> <ul style="list-style-type: none"> • features of language choice and use • cultural practice 	<p>effective use of metalanguage to analyse and discuss:</p> <ul style="list-style-type: none"> • features of language choice and use • cultural practice 	<p>use of metalanguage to analyse and discuss:</p> <ul style="list-style-type: none"> • features of language choice and use • cultural practice 	<p>use of aspects of metalanguage to analyse and discuss:</p> <ul style="list-style-type: none"> • features of language choice and use • cultural practice 	<p>isolated use of metalanguage to analyse and discuss:</p> <ul style="list-style-type: none"> • features of language choice and use • cultural practice
	<p>purposeful analysis of texts to identify features such as:</p> <ul style="list-style-type: none"> • tone • sequences • relationships of events in time 	<p>effective analysis of texts to identify features such as:</p> <ul style="list-style-type: none"> • tone • sequences • relationships of events in time 	<p>analysis of texts to identify features such as:</p> <ul style="list-style-type: none"> • tone • sequences • relationships of events in time 	<p>partial analysis of texts to identify features such as:</p> <ul style="list-style-type: none"> • tone • sequences • relationships of events in time 	<p>fragmented analysis of texts to identify features such as:</p> <ul style="list-style-type: none"> • tone • sequences • relationships of events in time
	<p>considered communication of their thoughts with awareness of different perspectives on issues or practices being discussed</p>	<p>informed communication of their thoughts with awareness of different perspectives on issues or practices being discussed</p>	<p>communication of their thoughts with awareness of different perspectives on issues or practices being discussed</p>	<p>partial communication of their thoughts with awareness of different perspectives on issues or practices being discussed</p>	<p>fragmented communication of their thoughts with awareness of different perspectives on issues or practices being discussed</p>
	<p>purposeful explanation of how Italian language use varies according to context, purpose and mode</p>	<p>effective explanation of how Italian language use varies according to context, purpose and mode</p>	<p>explanation of how Italian language use varies according to context, purpose and mode</p>	<p>basic explanation of how Italian language use varies according to context, purpose and mode</p>	<p>fragmented explanation of how Italian language use varies according to context, purpose and mode</p>
	<p>considered identification of social and cultural practices of Italians in Italy and the diaspora, including communities in Australia</p>	<p>informed identification of social and cultural practices of Italians in Italy and the diaspora, including communities in Australia</p>	<p>identification of social and cultural practices of Italians in Italy and the diaspora, including communities in Australia</p>	<p>partial identification of social and cultural practices of Italians in Italy and the diaspora, including communities in Australia</p>	<p>fragmented identification of social and cultural practices of Italians in Italy and the diaspora, including communities in Australia</p>

	A	B	C	D	E
Understanding	<p>considered identification of:</p> <ul style="list-style-type: none"> 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 	<p>informed identification of:</p> <ul style="list-style-type: none"> 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 	<p>identification of:</p> <ul style="list-style-type: none"> particular issues relating to translating between Italian and English (AS5) certain concepts that cannot be translated readily from Italian to English and from English into Italian 	<p>partial identification of:</p> <ul style="list-style-type: none"> 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 	<p>fragmented identification of:</p> <ul style="list-style-type: none"> 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
	<p>considered reflection on ways in which:</p> <ul style="list-style-type: none"> language and culture together create meanings their own linguistic and cultural assumptions come into play in using and learning Italian 	<p>informed reflection on ways in which:</p> <ul style="list-style-type: none"> language and culture together create meanings their own linguistic and cultural assumptions come into play in using and learning Italian 	<p>reflection on ways in which:</p> <ul style="list-style-type: none"> language and culture together create meanings their own linguistic and cultural assumptions come into play in using and learning Italian 	<p>partial reflection on ways in which:</p> <ul style="list-style-type: none"> language and culture together create meanings their own linguistic and cultural assumptions come into play in using and learning Italian 	<p>fragmented reflection on ways in which:</p> <ul style="list-style-type: none"> language and culture together create meanings their own linguistic and cultural assumptions come into play in using and learning Italian
	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>

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 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) 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 <i>interpreting</i> , 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
diaspora	a scattered population with a common origin in a smaller geographical area
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