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|  | Years 9 and 10 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[[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 Prep to Year 10 sequence | |
| By the end of Year 10, students use written and spoken Italian to interact with others in a range of contexts and for a range of purposes. They discuss topics such as education, work, the environment and youth issues as well as concepts from a range of learning areas. They recount experiences, and express feelings and opinions, agreement and disagreement, using present, past and future tenses, and linking statements with both coordinating and subordinating conjunctions, for example, Era stanca, così non è uscita. Non mi piace quel romanzo perché è triste! Prima siamo andati al cinema, poi siamo andati a prendere un gelato [AS1](#SE1" \o "SE link 1, Alt+Left to return ). They demonstrate grammatical control when using complex sentences. They create a range of connected texts and interact with some degree of personalisation on a variety of subjects related to their own interests. In classroom discussions, they present and communicate personal thoughts and opinions, and account for and sustain a particular point of view, for example, Non c’ è dubbio che … Credo che questi articoli offrano solo un punto di vista [AS2](#SE2" \o "SE link 2, Alt+Left to return ). They identify key ideas in different text types dealing with both concrete and abstract topics. They follow the development and relationship of ideas, for example, identifying sequencing, cause and effect, and consequences[[2]](#footnote-3). They compare and evaluate ideas across languages and cultures, for example, Secondo me … dal mio punto di vista … per quanto mi riguarda. I giovani italiani sono più interessati nella politica [AS3](#SE3" \o "SE link 3, Alt+Left to return ). They discuss future plans and aspirations. Students develop and defend interpretations of texts and diverse points of view, and elaborate, clarify and qualify ideas using supporting evidence and argument. They present real or imaginary events and experiences in narratives, descriptions and recounts. They translate texts and produce bilingual texts, recognising that not all concepts can necessarily be rendered fully in another language.  Students reflect on their experience of learning Italian language and culture. They exchange opinions and responses, noting how these may have changed over time. They identify ways in which writers and speakers make choices when using language, and make connections between language used, cultural concepts expressed and their own experiences or views. They reflect on their own and others’ use of language, the language choices made, and the cultural assumptions or understandings which shape them. They analyse how culture affects communication and the making and interpreting of meaning, and how languages reflect cultures. | |
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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 |
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|  | The folio of a student’s work has the following characteristics | | | | |
| Communicating | purposeful use of written and spoken Italian to interact with others in a range of contexts and for a range of purposes | effective use of written and spoken Italian to interact with others in a range of contexts and for a range of purposes | use of written and spoken Italian to interact with others in a range of contexts and for a range of purposes | partial use of written and spoken Italian to interact with others in a range of contexts and for a range of purposes | fragmented use of written and spoken Italian to interact with others in a range of contexts and for a range of purposes |
| purposeful discussion of topics such as:   * education * work * the environment * youth issues * concepts from a range of learning areas | effective discussion of topics such as:   * education * work * the environment * youth issues * concepts from a range of learning areas | discussion of topics such as:   * education * work * the environment * youth issues * concepts from a range of learning areas | partial discussion of topics such as:   * education * work * the environment * youth issues * concepts from a range of learning areas | fragmented discussion of topics such as:   * education * work * the environment * youth issues * concepts from a range of learning areas |
| interaction through:   * considered recounting of experiences * considered expression of feelings and opinions, agreement and disagreement * purposeful use of present, past and future tenses * purposeful use of linking statements with both coordinating and subordinating conjunctions | interaction through:   * informed recounting of experiences * informed expression of feelings and opinions, agreement and disagreement * effective use of present, past and future tenses * effective use of linking statements with both coordinating and subordinating conjunctions | interaction through:   * recounting of experiences * expression of feelings and opinions, agreement and disagreement * use of present, past and future tenses * use of linking statements with both coordinating and subordinating conjunctions   ([AS1](#AS1" \o "AS1, Alt+Left to return )) | interaction through:   * partial recounting of experiences * partial expression of feelings and opinions, agreement and disagreement * partial use of present, past and future tenses * partial use of linking statements with both coordinating and subordinating conjunctions | interaction through:   * fragmented recounting of experiences * fragmented expression of feelings and opinions, agreement and disagreement * fragmented use of present, past and future tenses * fragmented use of linking statements with both coordinating and subordinating conjunctions |
| purposeful demonstration of grammatical control when using complex sentences | effective demonstration of grammatical control when using complex sentences | demonstration of grammatical control when using complex sentences | partial demonstration of grammatical control when using complex sentences | fragmented demonstration of grammatical control when using complex sentences |
| Communicating | * purposeful creation of a range of connected texts * purposeful interaction with some degree of personalisation on a variety of subjects related to their own interests | * effective creation of a range of connected texts * effective interaction with some degree of personalisation on a variety of subjects related to their own interests | * creation of a range of connected texts * interaction with some degree of personalisation on a variety of subjects related to their own interests | * partial creation of a range of texts * partial interaction with some degree of personalisation on subjects related to their own interests | * fragmented creation of a range of texts * fragmented interaction with some degree of personalisation on subjects related to their own interests |
| considered presentation and communication of personal thoughts and opinions in classroom discussions, accounting for and sustaining a particular point of view | effective presentation and communication of personal thoughts and opinions in classroom discussions, accounting for and sustaining a particular point of view | presentation and communication of personal thoughts and opinions in classroom discussions, accounting for and sustaining a particular point of view ([AS2](#AS2" \o "AS2, Alt+Left to return )) | partial presentation and communication of personal thoughts and opinions in classroom discussions | fragmented presentation and communication of personal thoughts and opinions in classroom discussions |
| considered identification of key ideas in different text types dealing with both concrete and abstract topics | effective identification of key ideas in different text types dealing with both concrete and abstract topics | identification of key ideas in different text types dealing with both concrete and abstract topics | partial identification of key ideas in different text types | fragmented identification of key ideas in different text types |
| considered understanding of the development and relationship of ideas, with considered identification of sequencing, cause and effect, and consequences | effective understanding of the development and relationship of ideas, with informed identification of sequencing, cause and effect, and consequences | understanding of the development and relationship of ideas, with identification of sequencing, cause and effect, and consequences | partial understanding of the development and relationship of ideas, with partial identification of sequencing, cause and effect, and consequences | fragmented understanding of the development and relationship of ideas, with fragmented identification of sequencing, cause and effect, and consequences |
| considered comparison and evaluation of ideas across languages and cultures | informed comparison and evaluation of ideas across languages and cultures | comparison and evaluation of ideas across languages and cultures ([AS3](#AS3" \o "AS3, Alt+Left to return )) | partial comparison and evaluation of ideas across languages and cultures | fragmented comparison and evaluation of ideas across languages and cultures |
| considered discussion of future plans and aspirations | informed discussion of future plans and aspirations | discussion of future plans and aspirations | partial discussion of future plans and aspirations | fragmented discussion of future plans and aspirations |
| Communicating | * considered development and defence of interpretations of texts and diverse points of view * purposeful elaboration, clarification and qualification of ideas using supporting evidence and argument | * informed development and defence of interpretations of texts and diverse points of view * effective elaboration, clarification and qualification of ideas using supporting evidence and argument | * development and defence of interpretations of texts and diverse points of view * elaboration, clarification and qualification of ideas using supporting evidence and argument | * partial development and defence of interpretations of texts and diverse points of view * partial elaboration, clarification and qualification of ideas using supporting evidence and argument | * fragmented development and defence of interpretations of texts and diverse points of view * fragmented elaboration, clarification and qualification of ideas using supporting evidence and argument |
| considered presentation of real or imaginary events and experiences in narratives, descriptions and recounts | informed presentation of real or imaginary events and experiences in narratives, descriptions and recounts | presentation of real or imaginary events and experiences in narratives, descriptions and recounts | partial presentation of real or imaginary events and experiences in narratives, descriptions and recounts | fragmented presentation of real or imaginary events and experiences in narratives, descriptions and recounts |
| considered translation of texts and production of bilingual texts, with considered recognition that not all concepts can necessarily be rendered fully in another language | informed translation of texts and production of bilingual texts, with informed recognition that not all concepts can necessarily be rendered fully in another language | translation of texts and production of bilingual texts, with recognition that not all concepts can necessarily be rendered fully in another language | partial translation of texts and production of bilingual texts | fragmented translation of texts and production of bilingual texts |
| Understanding | considered reflection on their experience of learning Italian language and culture | informed reflection on their experience of learning Italian language and culture | reflection on their experience of learning Italian language and culture | partial reflection on their experience of learning Italian language and culture | fragmented reflection on their experience of learning Italian language and culture |
| considered exchange of opinions and responses, noting how these may have changed over time | effective exchange of opinions and responses, noting how these may have changed over time | exchange of opinions and responses, noting how these may have changed over time | partial exchange of opinions and responses | fragmented exchange of opinions and responses |
| Understanding | * considered identification of ways in which writers and speakers make choices when using language * making of considered connections between language used, cultural concepts expressed and their own experiences or views | * informed identification of ways in which writers and speakers make choices when using language * making of informed connections between language used, cultural concepts expressed and their own experiences or views | * identification of ways in which writers and speakers make choices when using language * making of connections between language used, cultural concepts expressed and their own experiences or views | * partial identification of ways in which writers and speakers make choices when using language * making of partial connections between language used, cultural concepts expressed and their own experiences or views | * fragmented identification of ways in which writers and speakers make choices when using language * making of fragmented connections between language used, cultural concepts expressed and their own experiences or views |
| considered reflection on:   * their own and others’ use of language * the language choices made, and the cultural assumptions or understandings which shape them | informed reflection on:   * their own and others’ use of language * the language choices made, and the cultural assumptions or understandings which shape them | reflection on:   * their own and others’ use of language * the language choices made, and the cultural assumptions or understandings which shape them | partial reflection on:   * their own and others’ use of language * the language choices made, and the cultural assumptions or understandings which shape them | fragmented reflection on:   * their own and others’ use of language * the language choices made, and the cultural assumptions or understandings which shape them |
| considered analysis of how culture affects:   * communication * the making and interpreting of meaning * how languages reflect cultures | informed analysis of how culture affects:   * communication * the making and interpreting of meaning * how languages reflect cultures | analysis of how culture affects:   * communication * the making and interpreting of meaning * how languages reflect cultures | partial analysis of how culture affects:   * communication * the making and interpreting of meaning * how languages reflect cultures | fragmented analysis of how culture affects:   * communication * the making and interpreting of meaning * how languages reflect cultures |
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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, 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 |
| contextual cues | include intonation, gestures and facial features |
| culture | a framework in which things come to be seen as having meaning; it involves the lens through which:   * people see, think, interpret the world and experience * make assumptions about self and others * understand and represent individual and community identity |
| demonstrate; demonstration | give a practical exhibition or explanation |
| description; describe | give an account of characteristics or features |
| effective | meeting the assigned purpose in a way that produces a desired or intended result;  in Languages, *effective* refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes:   * effective use of a range of vocabulary and grammar * the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted * subtleties may be overlooked * cultural meanings are evident in responses but may not be fully developed;   students demonstrate effective usage in the four major language skills:   * listening — the speaker’s attitude, purpose and intentions are recognised * reading — the purpose of the text and the writer’s perspective and intention are recognised * writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent * speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation |
| elements | a component or constituent part of a whole; any word, group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning;  in Languages, elements refers to a single word or fragmented group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning |
| explain; explanation | provide additional information that demonstrates understanding of reasoning and/or application |
| familiar | well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method |
| fluent | able to speak, write, translate and interpret readily |
| 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, 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 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)
2. The published achievement standard has a typographical error that has been corrected in this version. Actual text appears as: ’They follow the development and relationship of ideas, identifying, [stet] for example, identifying sequencing, cause and effect, and consequences.’ [↑](#footnote-ref-3)