

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* 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 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. 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. 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†. 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. 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.

Key	AS1, ASx Examples not included in the matrix are keyed numerically and cross-referenced in the matrix.
Source	Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum Version 8 Italian for Foundation–10</i> , www.australiancurriculum.edu.au/f-10-curriculum/languages/italian

† The published achievement standard has a typographical error that has been corrected in this version. Actual text appears as: 'They follow the development and relationship of ideas, *identifying*, [set] for example, identifying sequencing, cause and effect, and consequences.'

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 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: <ul style="list-style-type: none"> • education • work • the environment • youth issues • concepts from a range of learning areas 	effective discussion of topics such as: <ul style="list-style-type: none"> • education • work • the environment • youth issues • concepts from a range of learning areas 	discussion of topics such as: <ul style="list-style-type: none"> • education • work • the environment • youth issues • concepts from a range of learning areas 	partial discussion of topics such as: <ul style="list-style-type: none"> • education • work • the environment • youth issues • concepts from a range of learning areas 	fragmented discussion of topics such as: <ul style="list-style-type: none"> • education • work • the environment • youth issues • concepts from a range of learning areas
	interaction through: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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) 	interaction through: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

	A	B	C	D	E
Communicating	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • creation of a range of connected texts • interaction with some degree of personalisation on a variety of subjects related to their own interests 	<ul style="list-style-type: none"> • partial creation of a range of texts • partial interaction with some degree of personalisation on subjects related to their own interests 	<ul style="list-style-type: none"> • 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)	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)	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

	A	B	C	D	E
Communicating	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • development and defence of interpretations of texts and diverse points of view • elaboration, clarification and qualification of ideas using supporting evidence and argument 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	A	B	C	D	E
Understanding	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
	<p>considered reflection on:</p> <ul style="list-style-type: none"> • their own and others' use of language • the language choices made, and the cultural assumptions or understandings which shape them 	<p>informed reflection on:</p> <ul style="list-style-type: none"> • their own and others' use of language • the language choices made, and the cultural assumptions or understandings which shape them 	<p>reflection on:</p> <ul style="list-style-type: none"> • their own and others' use of language • the language choices made, and the cultural assumptions or understandings which shape them 	<p>partial reflection on:</p> <ul style="list-style-type: none"> • their own and others' use of language • the language choices made, and the cultural assumptions or understandings which shape them 	<p>fragmented reflection on:</p> <ul style="list-style-type: none"> • their own and others' use of language • the language choices made, and the cultural assumptions or understandings which shape them
	<p>considered analysis of how culture affects:</p> <ul style="list-style-type: none"> • communication • the making and interpreting of meaning • how languages reflect cultures 	<p>informed analysis of how culture affects:</p> <ul style="list-style-type: none"> • communication • the making and interpreting of meaning • how languages reflect cultures 	<p>analysis of how culture affects:</p> <ul style="list-style-type: none"> • communication • the making and interpreting of meaning • how languages reflect cultures 	<p>partial analysis of how culture affects:</p> <ul style="list-style-type: none"> • communication • the making and interpreting of meaning • how languages reflect cultures 	<p>fragmented analysis of how culture affects:</p> <ul style="list-style-type: none"> • communication • the making and interpreting of meaning • how languages reflect cultures

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 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>
contextual cues	include intonation, gestures and facial features
culture	<p>a framework in which things come to be seen as having meaning; it involves the lens through which:</p> <ul style="list-style-type: none"> • people see, think, interpret the world and experience • make assumptions about self and others • understand and represent individual and community identity
demonstrate; demonstration	give a practical exhibition or explanation
description; describe	give an account of characteristics or features
effective	<p>meeting the assigned purpose in a way that produces a desired or intended result; in Languages, <i>effective</i> refers to being able to apply cultural and linguistic knowledge, with possible irregularities in responses provided; this includes:</p> <ul style="list-style-type: none"> • effective use of a range of vocabulary and grammar • the meaning of familiar language is accurately demonstrated; complex language may be misinterpreted • subtleties may be overlooked • cultural meanings are evident in responses but may not be fully developed; <p>students demonstrate <i>effective usage</i> in the four major language skills:</p> <ul style="list-style-type: none"> • listening — the speaker's attitude, purpose and intentions are recognised • reading — the purpose of the text and the writer's perspective and intention are recognised • writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent • speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
elements	<p>a component or constituent part of a whole; any word, group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning;</p> <p>in Languages, <i>elements</i> refers to a single word or fragmented group of words, or part of a word, which recurs in various contexts in a language with relatively constant meaning</p>
explain; explanation	provide additional information that demonstrates understanding of reasoning and/or application
familiar	well-acquainted; thoroughly conversant to be familiar with a subject; to be familiar with a method
fluent	able to speak, write, translate and interpret readily

Term	Description
formulaic language	words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, e.g. <ul style="list-style-type: none"> • story starter: 'Once upon a time' • greeting in Australian English: 'G'day, how are you going?'
fragmented	disjointed or isolated
identification; identify	to establish or indicate who or what someone or something is
informed	having relevant knowledge; being conversant with the topic; in Languages, <i>informed</i> refers to being able to apply cultural and linguistic knowledge with possible irregularities in responses provided; this includes: <ul style="list-style-type: none"> • a range of vocabulary and grammar used effectively • the meaning of familiar language is accurately demonstrated • subtleties may be overlooked • cultural meaning is evident in responses but may not be fully developed; students demonstrate <i>informed usage</i> in the four major language skills: <ul style="list-style-type: none"> • listening — the speaker's attitude, purpose and intentions are recognised • reading — the purpose of the text and the writer's perspective and intention are recognised • writing — spelling, punctuation and word order display a reasonable degree of accuracy; written text is generally coherent • speaking — pronunciation, intonation, rhythm and stress are acceptable and register is appropriate to the situation
interpret; interpretation	explaining the meaning of information or actions; in the context of second language learning, <i>interpret</i> refers to two distinct processes: <ul style="list-style-type: none"> • the act of translation from one language to another • the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others
metalinguage	a vocabulary used to discuss language conventions and use, e.g. language used to talk about: <ul style="list-style-type: none"> • grammatical terms, such as sentence, clause, conjunction • the social and cultural nature of language, such as face, reciprocating, register
partial	incomplete, half-done, unfinished
purposeful; purposefully	intentional; done by design; focused and clearly linked to the goals of the task
range	the scope of relative situations or elements; a number or grouping of things in the same category or within specified limits; the extent to which, or the limits between which, variation is possible
read; reading	process visual or tactile symbols (e.g. braille), words or actions in order to derive and/or construct meaning; <i>reading</i> includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts
readily	promptly; quickly; easily; in a ready manner; willingly; fluently; this includes being effective and informed
recognise; recognition	to be aware of or acknowledge

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