Years 1–2 standard elaborations — Australian Curriculum v9.0: Italian

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Italian describes what students are expected to know and be able to do at the end of each year/band. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the working with (WW) standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.

Years 1–2 Australian Curriculum: Italian achievement standard

By the end of Year 2, students use Italian language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of Italian and demonstrate understanding that Italian has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Italian and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

Years 1–2 Italian standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
	The folio of student work contains evidence of the following:				
Communicating meaning in Italian	applying knowledge when using Italian language to interact and share information related to the classroom and themselves	making connections when using Italian language to interact and share information related to the classroom and themselves	using Italian language to interact and share information related to the classroom and themselves	exploring Italian language to interact	becoming aware of Italian language to interact
	• applying knowledge when using cues to respond to a range of questions and instructions • applying knowledge when using a range of simple formulaic language	• using cues to respond to a range of questions and instructions • using a range of simple formulaic language	• using cues to respond to questions and instructions • using simple formulaic language	• exploring cues to respond to questions or instructions • exploring simple formulaic language	• becoming aware of cues to respond to questions or instructions • becoming aware of simple formulaic language

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
	applying knowledge when locating and conveying key items of information in a range of texts using non-verbal, visual and contextual cues to help make meaning	locating and conveying key items of information in a range of texts using non-verbal, visual and contextual cues to help make meaning	locating and conveying key items of information in texts using non-verbal, visual and contextual cues to help make meaning	exploring non-verbal, visual or contextual cues to help make meaning	becoming aware of cues to help make meaning
	applying knowledge when using familiar words and modelled language to create a range of texts	using familiar words and modelled language to create a range of texts	using familiar words and modelled language to create texts	exploring familiar words or modelled language to create texts	becoming aware of familiar words or modelled language to create texts
Understanding language and culture	in new situations, imitating a range of sounds and rhythms of Italian	imitating a range of sounds and rhythms of Italian	imitating the sounds and rhythms of Italian	exploring the sounds or rhythms of Italian	becoming aware of the sounds or rhythms of Italian
	in new situations, demonstrating understanding that Italian has a range of conventions and rules for non-verbal communication, pronunciation and writing	demonstrating understanding that Italian has a range of conventions and rules for non-verbal communication, pronunciation and writing	demonstrating understanding that Italian has conventions and rules for non-verbal communication, pronunciation and writing	exploring conventions or rules for non-verbal communication, pronunciation or writing in Italian	becoming aware of conventions or rules for non-verbal communication, pronunciation or writing in Italian
	applying knowledge when giving a range of examples of similarities and differences between some features of Italian and English	making connections when giving a range of examples of similarities and differences between some features of Italian and English	giving examples of similarities and differences between some features of Italian and English	exploring examples of similarities or differences between some features of Italian and English	becoming aware of similarities or differences between some features of Italian and English
	applying knowledge when demonstrating understanding that language is connected with culture, and noticing how this is reflected in their own language(s) and culture(s).	making connections when demonstrating understanding that language is connected with culture, and noticing how this is reflected in their own language(s) and culture(s).	understanding that language is connected with culture, and noticing how this is reflected in their own language(s) and culture(s).	exploring the connection between language and culture.	becoming aware that language is connected with culture.

Key	Shading identifies the qualities or discernible differences in the AP–BA descriptors:
AP	Applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations
MC	Makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and begins to transfer skills to new situations
WW	Works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
EX	Explores the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
BA	Becomes aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; begins to use skills in situations familiar to them