

# Years 3–4 standard elaborations — Australian Curriculum v9.0: Italian

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## 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 C 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 3–4 Australian Curriculum: Italian achievement standard

By the end of Year 4, students use Italian language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.

Students imitate sound combinations and rhythms of Italian language. They demonstrate understanding that Italian has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Italian and make comparisons between Italian and English. They understand that the Italian language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Italian for Foundation–10*  
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/italian-f-10-sequence/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>

## Years 3–4 Italian standard elaborations

	A	B	C	D	E
	<b>The folio of student work contains evidence of the following:</b>				
Communicating meaning in Italian	initiation of structured interactions in Italian to <b>purposefully</b> share information related to the classroom and their personal world	initiation of structured interactions in Italian to <b>effectively</b> share information related to the classroom and their personal world	initiation of structured interactions in Italian to share information related to the classroom and their personal world	<b>variable</b> interactions in Italian to share information related to the classroom and their personal world	<b>isolated</b> interactions in Italian related to the classroom <b>or</b> their personal world
	<b>purposeful</b> use of modelled language to participate in spoken and written activities that involve planning	<b>effective</b> use of modelled language to participate in spoken and written activities that involve planning	use of modelled language to participate in spoken and written activities that involve planning	<b>variable</b> use of modelled language to participate in spoken and written activities that involve planning	<b>isolated</b> use of modelled language to participate in spoken <b>or</b> written activities

	A	B	C	D	E
	location of and <u>thorough</u> response to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts	location of and <u>informed</u> response to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts	location of and response to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts	location of and <u>partial</u> response to key items of information in texts using strategies to help interpret <u>or</u> convey meaning in familiar contexts	<u>statement/s about</u> information in texts
	<u>purposeful</u> use of modelled language and basic syntax to create texts	<u>effective</u> use of modelled language and basic syntax to create texts	use of modelled language and basic syntax to create texts	<u>variable</u> use of modelled language and basic syntax to create texts	<u>isolated</u> use of modelled language <u>or</u> basic syntax to create texts
Understanding language and culture	<u>purposeful</u> imitation of sound combinations and rhythms of Italian language	<u>effective</u> imitation of sound combinations and rhythms of Italian language	imitation of sound combinations and rhythms of Italian language	<u>variable</u> imitation of sound combinations and rhythms of Italian language	<u>isolated</u> imitation of sound combinations <u>or</u> rhythms of Italian language
	<u>purposeful</u> demonstration of understanding that Italian has non-verbal, spoken and written language conventions and rules to create and make meaning	<u>effective</u> demonstration of understanding that Italian has non-verbal, spoken and written language conventions and rules to create and make meaning	demonstration of understanding that Italian has non-verbal, spoken and written language conventions and rules to create and make meaning	<u>variable</u> meaning making using non-verbal, spoken and written language conventions	<u>isolated</u> meaning making using non-verbal, spoken <u>or</u> written language convention
	<u>considered</u> recognition that some terms have cultural meanings	<u>informed</u> recognition that some terms have cultural meanings	recognition that some terms have cultural meanings	<u>partial</u> recognition that some terms have cultural meanings	<u>isolated</u> recognition that some terms have cultural meanings
	identification of patterns in Italian and <u>thorough</u> comparisons between Italian and English	identification of patterns in Italian and <u>informed</u> comparisons between Italian and English	identification of patterns in Italian and comparisons between Italian and English	identification of patterns in Italian and <u>partial</u> comparisons between Italian and English	<u>statement/s about</u> similarities <u>or</u> differences between Italian and English
	understanding that the Italian language is connected with culture and <u>thorough</u> identification of how this is reflected in their own language(s) and culture(s).	understanding that the Italian language is connected with culture and <u>informed</u> identification of how this is reflected in their own language(s) and culture(s).	understanding that the Italian language is connected with culture and identification of how this is reflected in their own language(s) and culture(s).	<u>partial</u> understanding that language is connected with culture.	<u>statement/s about</u> language and culture.

**Key** shading emphasises the qualities that discriminate between the A–E descriptors



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