

Years 7–8 (P–10 sequence) 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 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 7–8 (P–10 sequence) Australian Curriculum: Italian achievement standard

By the end of Year 8, students initiate and maintain interactions in Italian language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Italian to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.

Students apply the conventions of spoken Italian to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Italian text, using metalanguage. They reflect on how the Italian language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Italian for P–10*

<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/italian-f-10-sequence/year-8?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 7–8 (P–10 sequence) Italian standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Communicating meaning in Italian	purposeful use of Italian language to initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences	effective use of Italian language to initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences	use of Italian language to initiate and participate in interactions in familiar and some unfamiliar contexts related to a range of interests and experiences	variable use of Italian language to initiate and participate in interactions in familiar contexts	isolated use of Italian language to initiate or participate in interactions
	purposeful use of Italian to collaborate, problem-solve and adjust their language in response to others	effective use of Italian to collaborate, problem-solve and adjust their language in response to others	use of Italian to collaborate, problem-solve and adjust their language in response to others	variable use of Italian to collaborate, problem-solve and adjust their language in response to others	isolated use of Italian to collaborate, problem-solve or adjust their language in response to others
	considered interpretation of information, ideas and opinions in texts	informed interpretation of information, ideas and opinions in texts	interpretation of information, ideas and opinions in texts	variable interpretation of information, ideas and opinions in texts	statement/s about information, ideas or opinions in texts

	A	B	C	D	E
	demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by purposefully adjusting and reorganising responses	demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by effectively adjusting and reorganising responses	demonstration of understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses	partial demonstration of understanding of similarities and differences between languages, in familiar or unfamiliar cultural contexts	isolated demonstration of understanding of similarities or differences between languages
	considered selection and use of vocabulary, sentence structures and expressions to create texts	effective selection and use of vocabulary, sentence structures and expressions to create texts	selection and use of vocabulary, sentence structures and expressions to create texts	variable selection and use of vocabulary, sentence structures and expressions to create texts	isolated use of vocabulary, sentence structures or expressions
Understanding language and culture	thorough application of the conventions of spoken Italian to develop fluency	informed application of the conventions of spoken Italian to develop fluency	application of the conventions of spoken Italian to develop fluency	variable application of the conventions of spoken Italian to develop fluency	isolated use of the conventions of spoken Italian
	considered demonstration of understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning	informed demonstration of understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning	demonstration of understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning	variable demonstration of understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning	isolated demonstration of understanding that spoken, written or multimodal texts use language conventions, structures or features to convey meaning
	thorough commentary on structures and features of Italian text, using metalanguage	informed commentary on structures and features of Italian text, using metalanguage	commentary on structures and features of Italian text, using metalanguage	variable commentary on structures and features of Italian text	statement/s about structures or features of Italian text
	reflection on how the Italian language, culture and identity are interconnected and thorough comparison of this with their own language(s), culture(s) and identity.	reflection on how the Italian language, culture and identity are interconnected and informed comparison of this with their own language(s), culture(s) and identity.	reflection on how the Italian language, culture and identity are interconnected and comparison of this with their own language(s), culture(s) and identity.	reflection on how the Italian language, culture and identity are interconnected and partial comparison of this with their own language(s), culture(s) or identity.	statement/s about language, culture or identity.

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



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