**Annotated Example of Indicative Progress**

Previous level’s achievement standard as a starting point of comparison

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An important aspect of curriculum planning is being able to articulate what student progress looks like, using the achievement standards in the curriculum continuum. To support teachers to tie together what is being taught and how progress between achievement standards is described and demonstrated, the notion of “indicative progress” emerged.

*Step 1: Identify the* ***Curriculum area*** *and the achievement standard level students will be working toward*

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| **CURRICULUM AREA: Health and Physical Education *toward* Level 8 Achievement standard** | | |
| **Context:**  Students assess health information and services that support young people to manage changes and transitions as they grow older. Students explore help-seeking scenarios young people may encounter and sharing strategies for dealing with each situation. The teaching and learning plan focuses on the areas of relationships and sexuality, and mental health and well-being.  The content descriptions explicitly covered will be:  Evaluate strategies to manage personal, physical and social changes that occur as they grow older [(VCHPEP124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP124)  Examine barriers to seeking support and evaluate strategies to overcome these [(VCHPEP125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP125) | | |
| **Health and Physical Education Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Health and Physical Education Level 8 Achievement Standard** |
| By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.  *Step 2: Complete the contextual information. The* ***Context*** *is drawn from teacher’s teaching and learning plan and could include: short statements on what is envisaged for students to know and be able to do, the main learning activities and assessment tasks, and/or a brief outline of the unit or lessons. Reference could also be made to the content descriptions they are intended to be covered.*  Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.  *Step 3: Highlight the specific elements of the achievement standard that are being targeted in this context.* | **In Health and Physical Education, indicative progression towards the level 8 achievement standard may be when students:**   * identify information and services in their local community and make some recommendations about their suitability for young people * identify barriers to accessing health information and services related to mental health and/or relationships and sexuality and with some research suggest strategies to overcome these.   *Step 4: Develop a description of what a student would be expected to do/demonstrate as they move from one achievement standard to the next.* | By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others’ health, safety and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.  Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages/ CHINESE Background Language F-10 Sequence *toward* Level 2 Achievement standard** | | |
| **Context:**  **Content Description:** | | |
|  | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Chinese Level 2 Achievement Standard** |
| In **Chinese**, indicative progression towards the Level 2 achievement standard may be when students: | By the end of Level 2:   * Students use spoken Chinese to initiate interactions in a range of familiar contexts. They participate in simple exchanges to obtain and convey information and experiences relating to their personal world. * They use learnt vocabulary, sounds, characters and culturally specific actions and gestures to convey meaning. * They exchange greetings, introduce themselves and each other, and express thanks and apologies, for example, 我的中文名字叫小强, 你叫什么? * They interact with and create simple predictable imaginative and informative texts such as 我的狗很大，它的尾巴很长, using familiar characters and sounds. * They use images, actions and gesture to show that they understand the meaning of words when speaking, listening, reading, viewing and writing. * Students recognise the four tones and their function in Chinese. * They are aware that there is a metalanguage to describe the distinct writing and speech systems in Chinese. * They compare English and Chinese consonant and vowel sounds. * They copy and trace characters and can identify key components in familiar characters. They recognise how their Chinese identity influences some of their language choices when interacting with familiar adults and peers. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages/ CHINESE Background Language F-10 Sequence *toward* Level 4 Achievement standard** | | |
| **Context:**  **Content Description:** | | |
| **Chinese Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Chinese Level 4 Achievement Standard** |
| By the end of Level 2:   * Students use spoken Chinese to initiate interactions in a range of familiar contexts. They participate in simple exchanges to obtain and convey information and experiences relating to their personal world. * They use learnt vocabulary, sounds, characters and culturally specific actions and gestures to convey meaning. * They exchange greetings, introduce themselves and each other, and express thanks and apologies, for example, 我的中文名字叫小强, 你叫什么? * They interact with and create simple predictable imaginative and informative texts such as 我的狗很大，它的尾巴很长, using familiar characters and sounds. * They use images, actions and gesture to show that they understand the meaning of words when speaking, listening, reading, viewing and writing. * Students recognise the four tones and their function in Chinese. * They are aware that there is a metalanguage to describe the distinct writing and speech systems in Chinese. * They compare English and Chinese consonant and vowel sounds. * They copy and trace characters and can identify key components in familiar characters. They recognise how their Chinese identity influences some of their language choices when interacting with familiar adults and peers. | In **Chinese**, indicative progression towards the Level 4 achievement standard may be when students: | By the end of Level 4:   * Students use spoken and written Chinese to initiate interactions. * They participate in short exchanges, for example, 你晚饭吃什么？，我学汉语和英语,站起来， 大家听老师说. * They organise and convey factual information and share experiences in formal and informal situations, making appropriate choices of characters, words and pronunciation. * They use demonstratives such as 这、那、那些 with measure words and verbs to indicate agreement （对，好的）and preferences (要、想、喜欢). * They respond to and create short imaginative, informative and persuasive texts for familiar audiences and identified purposes. * Students select from known speech patterns to meet routine, procedural and informal conversational needs. * Students understand that Pinyin represents spoken language, and can map Pinyin against their own speech. They understand the contexts in which tones are expressed and those in which they are not. * They recognise features of the Chinese writing system, including the range of strokes and their sequences in character writing; and the relationship between components and sound and meaning. * Students develop skills in structuring their ideas in sentences, including correct sequencing of time and place. They describe features of Chinese language and culture, and compare how ideas are conveyed across languages and cultures. |

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| **Context:**  **Content Description:** | | |
| **Chinese Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Chinese Level 6 Achievement Standard** |
| By the end of Level 4:   * Students use spoken and written Chinese to initiate interactions. * They participate in short exchanges, for example, 你晚饭吃什么？，我学汉语和英语,站起来， 大家听老师说. * They organise and convey factual information and share experiences in formal and informal situations, making appropriate choices of characters, words and pronunciation. * They use demonstratives such as 这、那、那些 with measure words and verbs to indicate agreement （对，好的）and preferences (要、想、喜欢). * They respond to and create short imaginative, informative and persuasive texts for familiar audiences and identified purposes. * Students select from known speech patterns to meet routine, procedural and informal conversational needs. * Students understand that Pinyin represents spoken language, and can map Pinyin against their own speech. They understand the contexts in which tones are expressed and those in which they are not. * They recognise features of the Chinese writing system, including the range of strokes and their sequences in character writing; and the relationship between components and sound and meaning. * Students develop skills in structuring their ideas in sentences, including correct sequencing of time and place. They describe features of Chinese language and culture, and compare how ideas are conveyed across languages and cultures. | In **Chinese**, indicative progression towards the Level 6 achievement standard may be when students: | By the end of Level 6:   * Students use spoken and written Chinese to maintain interactions with familiar and unfamiliar people across a growing range of situations (for example, 你星期几去汉语学校？,你说…对吗？); to convey information, opinions and experiences (for example, 我喜欢踢澳式足球，你呢？); and to access a range of print and digital media resources, such as 童书，报纸，画册，科学书，传单，广告， 教材，地图. * They write characters, paying attention to shape, and stroke order and proportion. * They transcribe spoken words and sentences in Pinyin and select appropriate simplified characters to match the sounds they hear. * They effectively use stress, tone and intonation to express emotion and opinion. * They respond to and create a range of short informative, persuasive and imaginative texts for diverse audiences and purposes. * They relate their own experiences to those presented in texts, for example, 《如果我是…》. Sentences include the use of prepositions (给 、跟 、对) and possessives and attributive clauses with particle 的. * They use a range of verbs, and use verb complements to describe the direction, result or potential of an action. * They use conjunctions (for example, 可是、或者、因为、除了）to connect ideas and elaborate on or clarify opinions and actions. * They explain how their developing bilingual ability supports their identities as users of Chinese and English. * Students understand the nature of Pinyin and map it to their own Chinese speech. * They categorise characters into groups based on meaning, appearance, pronunciation or function, using this information to understand new characters. * They compare the word order of Chinese sentences with that of English, and recognise how their knowledge of English impacts on the way they express ideas in Chinese. They describe how the features of Chinese and English texts are used to convey meaning. |

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| **Context:**  **Content Description:** | | |
| **Chinese Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Chinese Level 8 Achievement Standard** |
| By the end of Level 6:   * Students use spoken and written Chinese to maintain interactions with familiar and unfamiliar people across a growing range of situations (for example, 你星期几去汉语学校？,你说…对吗？); to convey information, opinions and experiences (for example, 我喜欢踢澳式足球，你呢？); and to access a range of print and digital media resources, such as 童书，报纸，画册，科学书，传单，广告， 教材，地图. * They write characters, paying attention to shape, and stroke order and proportion. * They transcribe spoken words and sentences in Pinyin and select appropriate simplified characters to match the sounds they hear. * They effectively use stress, tone and intonation to express emotion and opinion. * They respond to and create a range of short informative, persuasive and imaginative texts for diverse audiences and purposes. * They relate their own experiences to those presented in texts, for example, 《如果我是…》. Sentences include the use of prepositions (给 、跟 、对) and possessives and attributive clauses with particle 的. * They use a range of verbs, and use verb complements to describe the direction, result or potential of an action. * They use conjunctions (for example, 可是、或者、因为、除了）to connect ideas and elaborate on or clarify opinions and actions. * They explain how their developing bilingual ability supports their identities as users of Chinese and English. * Students understand the nature of Pinyin and map it to their own Chinese speech. * They categorise characters into groups based on meaning, appearance, pronunciation or function, using this information to understand new characters. * They compare the word order of Chinese sentences with that of English, and recognise how their knowledge of English impacts on the way they express ideas in Chinese. They describe how the features of Chinese and English texts are used to convey meaning. | In **Chinese**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students use spoken and written Chinese to maintain exchanges, to analyse and evaluate information, and to share opinions (for example, 电视节目，纪录片，教育片，微电影， 报纸，杂志， 网站，博客， 少年百科) and experiences, for example, 我们为什么要保护熊猫？，中国和澳大利亚的一些差异， 我最喜欢的假期. * They select and discern tone patterns and atonality. Students respond to and create a range of texts (for example, 流行歌曲演唱；电视剧配音), showing an understanding of different audiences and purposes. Sentences generally contain two or more ideas connected by cohesive devices (for example, 不但…而且…) and use a range of time phrases (for example, 先…然后； 以前；吃了饭，就）to sequence events and ideas. * Students make comparisons (for example, 比;跟…一样), and elaborate on and explain their opinions or actions using conjunctions, for example, 所以、要不然. * They use stylistic devices (including 比喻，排比，反问), and use 成语 to influence and persuade others. * They move between English and Chinese to interpret and translate for different audiences. * Students explain how changes in tone and tone combination impact on meaning. * They describe culturally specific gestures and actions. * They recognise diversity within the Chinese spoken and written language. * They explain the differences in writing systems across languages. * Students connect the distinctive features of Chinese grammar with the development of complex ideas, and explain how the structure of texts influences audience response. * They explain how features of Chinese culture impact on communication practices and influence their own interactions with others across languages. |

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| **Context:**  **Content Description:** | | |
| **Chinese Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Chinese Level 10 Achievement Standard** |
| By the end of Level 8:   * Students use spoken and written Chinese to maintain exchanges, to analyse and evaluate information, and to share opinions (for example, 电视节目，纪录片，教育片，微电影， 报纸，杂志， 网站，博客， 少年百科) and experiences, for example, 我们为什么要保护熊猫？，中国和澳大利亚的一些差异， 我最喜欢的假期. * They select and discern tone patterns and atonality. Students respond to and create a range of texts (for example, 流行歌曲演唱；电视剧配音), showing an understanding of different audiences and purposes. Sentences generally contain two or more ideas connected by cohesive devices (for example, 不但…而且…) and use a range of time phrases (for example, 先…然后； 以前；吃了饭，就）to sequence events and ideas. * Students make comparisons (for example, 比;跟…一样), and elaborate on and explain their opinions or actions using conjunctions, for example, 所以、要不然. * They use stylistic devices (including 比喻，排比，反问), and use 成语 to influence and persuade others. * They move between English and Chinese to interpret and translate for different audiences. * Students explain how changes in tone and tone combination impact on meaning. * They describe culturally specific gestures and actions. * They recognise diversity within the Chinese spoken and written language. * They explain the differences in writing systems across languages. * Students connect the distinctive features of Chinese grammar with the development of complex ideas, and explain how the structure of texts influences audience response. * They explain how features of Chinese culture impact on communication practices and influence their own interactions with others across languages. | In **Chinese**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students sustain extended exchanges with others (for example, 那个，你知道的，就是，还有) and use Chinese to participate in shared activities, for example, 我为什么学汉语，澳大利亚的多元文化，年轻人的兴趣，网络的好与坏, 你难道不觉得…如果…就…吗？你的意思是说…,如果是这样的话… * They apply knowledge of rhythm, pitch, intonation, and voice projection, and move between traditional and simplified characters as appropriate to role, audience and purpose. * Students interact with and create imaginative, persuasive and informative texts such as 自发采访，本地电视节目，访谈节目 and 偶像剧，娱乐节目，电影片断，音乐录影, in a range of generic formats, making choices with regard to audience and purpose, for example, 澳大利亚土著人的艺术，我看移民热，现代女性的地位, 报刊杂志，百科全书，百度等搜索引擎. * They use Chinese to maintain social relationships with and interact with a diverse range of people across a variety of situations and contexts, using common colloquial expressions. * They construct sentences using a range of structures to incorporate information and ideas, including relative and attributive clauses, conditionality and indefinite pronouns. Students compare information and ideas, explain or justify perspectives, and relate events using conjunctions. * They apply a range of stylistic devices to engage and influence audiences, for example, 夸张，幽默. * Students explain how the traditional and simplified forms of the Chinese writing system convey meaning, and how ideographic cues can be used to extend meaning. * They analyse the key features of Chinese grammar and sentence structure, and compare language use across a range of contexts and modes. * They explain how features of culture impact on communication practices across languages, and apply this knowledge to their own interactions with others. |