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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. |

**Annotated Example of Indicative Progress**

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

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

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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| 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 LATIN Language 7 - 10 Sequence *toward* Level 8 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
|  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Latin Level 8 Achievement Standard** |
| In **Latin**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students use their knowledge of vocabulary, grammar and textual cues to identify and interpret information in Latin texts, such as narratives, about the daily life and attitudes of the Romans. * They interpret grammatical structures such as inflected forms; identify linguistic features such as striking word choice, for example, *laetissimus*, or use of imagery, for example, *dies est* *calidus; frigidus* *est* *rivus*; infer meaning from textual cues such as headings, images or maps; and describe social and cultural practices embedded in Latin text, such as *puer* *patrem* *timet*. * They convey information and ideas about Roman society and culture, in oral, written or digital forms, using Latin as appropriate, for example, a news report in English about a historical event such as the assassination of Julius Caesar, or a digital poster about family life in Rome with annotations in Latin, such as a mother instructing her daughter about how to organise the slaves and manage the household. * They share their responses to Latin texts, such as stories, myths and plays, by expressing their feelings and ideas about characters, events, actions, settings and themes. * They read aloud or recite Latin texts, such as stories, dialogues or songs, or perform Latin texts, such as short plays, to entertain an audience, conveying meaning effectively by using appropriate phrasing and voice inflection. * Students translate Latin texts accurately into Standard English, applying their knowledge of vocabulary, including roots and derivatives, linguistic cues, culture, and accidence and syntax, including number, gender and case of nouns, for example, in first, second and third declensions, agreement of nouns and adjectives, for example, *mater nostra*, conjugation and tense, such as regular and irregular verbs in the present tense, for example, *audit; potest*, and indicative active voice and imperative active mood, for example, *paratis, parate!,* and conventions of sentence structure. * They explain the relative effectiveness of different translations of the same text, and identify the features of a successful translation. * Students identify Latin sound–script relationships and use restored pronunciation when reading aloud, such as for single consonants, long and short vowels, diphthongs, double consonants and consonant clusters, for example, in *aestate, puella, observare*. * They identify the structure and features of different texts in Latin, such as narratives or short plays, and explain how these elements contribute to an audience's response to the text. * They describe how the Latin language spread with the expansion of the Roman empire, and developed over time into its modern descendants, the Romance languages. * They explain how Latin has influenced and continues to influence English vocabulary, by identifying derivatives such as ‘itinerary’ from Latin *iter*, and Latin words and expressions that are used in modern English, such as *et cetera*. * Students give examples of how particular language use reflects the lifestyles, ideas, feelings and attitudes of Romans in the Classical period, and identify connections between ancient and modern customs, religion, literature and architecture. * They share their reactions to and assumptions about the language and culture of Roman society, identifying similarities or differences to their own language and culture. * They describe how learning Latin impacts on their approaches to learning and on their understanding of their own heritage, values and culture. |

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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 LATIN Language 7 - 10 Sequence *toward* Level 10 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
| **Latin Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Latin Level 10 Achievement Standard** |
| By the end of Level 8:   * Students use their knowledge of vocabulary, grammar and textual cues to identify and interpret information in Latin texts, such as narratives, about the daily life and attitudes of the Romans. * They interpret grammatical structures such as inflected forms; identify linguistic features such as striking word choice, for example, *laetissimus*, or use of imagery, for example, *dies est* *calidus; frigidus* *est* *rivus*; infer meaning from textual cues such as headings, images or maps; and describe social and cultural practices embedded in Latin text, such as *puer* *patrem* *timet*. * They convey information and ideas about Roman society and culture, in oral, written or digital forms, using Latin as appropriate, for example, a news report in English about a historical event such as the assassination of Julius Caesar, or a digital poster about family life in Rome with annotations in Latin, such as a mother instructing her daughter about how to organise the slaves and manage the household. * They share their responses to Latin texts, such as stories, myths and plays, by expressing their feelings and ideas about characters, events, actions, settings and themes. * They read aloud or recite Latin texts, such as stories, dialogues or songs, or perform Latin texts, such as short plays, to entertain an audience, conveying meaning effectively by using appropriate phrasing and voice inflection. * Students translate Latin texts accurately into Standard English, applying their knowledge of vocabulary, including roots and derivatives, linguistic cues, culture, and accidence and syntax, including number, gender and case of nouns, for example, in first, second and third declensions, agreement of nouns and adjectives, for example, *mater nostra*, conjugation and tense, such as regular and irregular verbs in the present tense, for example, *audit; potest*, and indicative active voice and imperative active mood, for example, *paratis, parate!,* and conventions of sentence structure. * They explain the relative effectiveness of different translations of the same text, and identify the features of a successful translation. * Students identify Latin sound–script relationships and use restored pronunciation when reading aloud, such as for single consonants, long and short vowels, diphthongs, double consonants and consonant clusters, for example, in *aestate, puella, observare*. * They identify the structure and features of different texts in Latin, such as narratives or short plays, and explain how these elements contribute to an audience's response to the text. * They describe how the Latin language spread with the expansion of the Roman empire, and developed over time into its modern descendants, the Romance languages. * They explain how Latin has influenced and continues to influence English vocabulary, by identifying derivatives such as ‘itinerary’ from Latin *iter*, and Latin words and expressions that are used in modern English, such as *et cetera*. * Students give examples of how particular language use reflects the lifestyles, ideas, feelings and attitudes of Romans in the Classical period, and identify connections between ancient and modern customs, religion, literature and architecture. * They share their reactions to and assumptions about the language and culture of Roman society, identifying similarities or differences to their own language and culture. * They describe how learning Latin impacts on their approaches to learning and on their understanding of their own heritage, values and culture. | In **Latin**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students analyse a range of Latin texts to obtain information and ideas about Roman society and culture. They use vocabulary, grammar and textual cues to analyse and interpret language use and cultural references in Latin texts, such as poetry, letters or narratives, for example, by deducing the meaning of complex sentence structures, such as those with subordinate clauses or indirect speech; and explaining the impact of word order on emphasis and tone, for example, *dum* *homines* *cibum* *devorant, subito* *intravit miles!* and implicit values, concepts and assumptions embedded in language use, for example, *arbiter bibendi.* * They convey their interpretations of information and ideas about Roman society and culture, in oral, written or digital forms, such as an investigation into Roman reactions to different religions, or a digital presentation on an archaeological site, for example, the *forum Romanum.* They share their responses to Latin texts, such as narratives, dialogues, plays, poems or letters, by describing themes, values and literary features, such as plot development and characterisation, and expressing and justifying their opinions with support from the text. * They read aloud, recite or perform Latin texts, such as oratory, history, drama or poetry, to entertain different audiences, conveying meaning and emotion effectively by using appropriate phrasing, voice inflection or metrical effects, such as elision. * Students translate a range of texts that incorporate complex sentence structures and extensive vocabulary, from Latin into Standard English that represents the style and purpose of the texts, applying their knowledge of roots and derivatives to infer the meaning of unfamiliar vocabulary, and using dictionaries to select the appropriate meaning of words. * They analyse how the language is used in grammatically complex sentences, that include subordinate clauses, non-finite verb forms, pronoun forms, mood and voice, for example, by identifying case usage of nouns and pronouns, and all verb conjugations and tenses, including indicative, for example, *quamquam* *dominus* *abest, necesse* *est* *nobis* *strenue* *laborare*, and imperative moods, for example, *noli* *dominum* *excitare!*, and passive voice, for example, *ab agricolis nihil agitur.* * They evaluate the effectiveness of different translations of the same Latin text, and identify strategies for successful translations. * Students apply the principles of pronunciation for the reading of Latin texts, for example, by stressing the correct syllables. * They identify the structure and organisation of different text types in Latin, such as prose and verse, and explain how they relate to context, purpose and audience. * They explain the role of Latin in facilitating the spread of Roman civilisation and culture during the expansion of the Roman empire, and the contribution of Latin to the enrichment of English through the transfer of specialist vocabulary, for example, *sine qua non*, abstract concepts, for example, an accused person’s right to a defence, and the coining of vocabulary for new technology and new discoveries, for example, digicam from *digitus + camera*. Students describe Roman values, attitudes and beliefs that are embedded in particular language use, such as *pietas, virtus, hospitium, fides*. * They explain how the Roman world has influenced modern society, culture and political structures, such as literature, art, medical and scientific practices, government and infrastructure. * They share reactions to and assumptions about the language, culture and values of Roman society, explaining how these relate to their own language and culture. * They compare ways of communicating and living in the ancient world with those of the modern world, and explain how learning Latin influences their own style of communicating, ways of thinking and viewing the world. |