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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 FRENCH Language 7 - 10 Sequence *toward* Level 8 Achievement standard** | | |
| **Context:**  **Content Description:** | | |
|  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **French Level 8 Achievement Standard** |
| In **French**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends. * They initiate and sustain conversation by using active-listening skills and responding to others’ contributions (*c’est* *vrai ...*; *ah oui, en effet ...*; *pas possible!*). * They respond to familiar questions and directions (*Qu’est-ce que c’est? Qui est-ce? Posez la question à ...*), and request help or clarification (*Pardon? Pourquoi? Peux-tu* *répéter?*). * They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as -*r*, -*u* and -*ille.* * They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (*je suis* *italien-australien; j’habite à Cairns; j’ai* *une* *sœur et deux frères; j’aime chanter; et toi?*). * They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. * They describe familiar objects, contexts and experiences (*la maison, le quartier, l’école*), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (*grand, petit, belle, bizarre*), character (*sympa, compliqué*) and quantity (*les numéros, beaucoup de .*..). * They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations. * They use conjunctions and connectives (such as *puis, ensuite* and *mais*), and prepositions of place and time (such as *sous*, *sur, devant, après* and *avant*) to build cohesion and extend sentence structure. * They translate short texts and explain French gestures, expressions or signs to friends and family. * They recognise that languages do not always translate directly, and that interpreting and translating involve meaning (values, ideas, attitudes) as well as parts of speech (nouns, verbs, adverbs). * They adjust language use to suit contexts and situations (for example, use of *tu* or *vous,* different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources. * Students understand the dynamic nature of contact between languages and cultures in the contemporary world. * They recognise the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. * They recognise similarities between French and English (same alphabet and basic sentence structure, many words in common), and some differences (pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols). * They recognise French words used in English (‘menu’, ‘mousse’), English words used in French (*le weekend, le football*), and understand how languages and cultures influence and interact with each other (technology, globalisation, popular culture). * They recognise that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships (formal and informal language, different text types). * They use metalanguage to explain features of language, texts and grammar, making connections with terms such as ‘verb’, ‘adjective’ and ‘tense’ that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French. * Students recognise that languages are connected with cultures, and that French language reflects ways of behaving and thinking as does their own language. |

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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 FRENCH Language 7 - 10 Sequence *toward* Level 10 Achievement standard** | | |
| **Context:**  **Content Description:** | | |
| **French Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **French Level 10 Achievement Standard** |
| By the end of Level 8:   * Students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends. * They initiate and sustain conversation by using active-listening skills and responding to others’ contributions (*c’est* *vrai ...*; *ah oui, en effet ...*; *pas possible!*). * They respond to familiar questions and directions (*Qu’est-ce que c’est? Qui est-ce? Posez la question à ...*), and request help or clarification (*Pardon? Pourquoi? Peux-tu* *répéter?*). * They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as -*r*, -*u* and -*ille.* * They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (*je suis* *italien-australien; j’habite à Cairns; j’ai* *une* *sœur et deux frères; j’aime chanter; et toi?*). * They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. * They describe familiar objects, contexts and experiences (*la maison, le quartier, l’école*), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (*grand, petit, belle, bizarre*), character (*sympa, compliqué*) and quantity (*les numéros, beaucoup de .*..). * They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations. * They use conjunctions and connectives (such as *puis, ensuite* and *mais*), and prepositions of place and time (such as *sous*, *sur, devant, après* and *avant*) to build cohesion and extend sentence structure. * They translate short texts and explain French gestures, expressions or signs to friends and family. * They recognise that languages do not always translate directly, and that interpreting and translating involve meaning (values, ideas, attitudes) as well as parts of speech (nouns, verbs, adverbs). * They adjust language use to suit contexts and situations (for example, use of *tu* or *vous,* different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources. * Students understand the dynamic nature of contact between languages and cultures in the contemporary world. * They recognise the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. * They recognise similarities between French and English (same alphabet and basic sentence structure, many words in common), and some differences (pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols). * They recognise French words used in English (‘menu’, ‘mousse’), English words used in French (*le weekend, le football*), and understand how languages and cultures influence and interact with each other (technology, globalisation, popular culture). * They recognise that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships (formal and informal language, different text types). * They use metalanguage to explain features of language, texts and grammar, making connections with terms such as ‘verb’, ‘adjective’ and ‘tense’ that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French. * Students recognise that languages are connected with cultures, and that French language reflects ways of behaving and thinking as does their own language. | In **French**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments. * They communicate about immediate and personal interests and involvements (family, friends, interests), and some broader social and cultural issues (health, social media, international experience, the environment). * They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress. * They use the *passé composé* tense of regular verbs with *avoir* and *être*, noticing that the *participe* *passé* form of verbs with *être* involves gender and number agreement. They recognise the form and function of reflexive verbs (*se laver*, *se lever*) and use appropriate forms of possessive adjectives in own language production. * They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation. * They use expressive and descriptive vocabulary to talk about feelings and experiences. * They create imaginative and performative texts for a range of purposes such as, entertaining or persuading. * They use French to narrate and describe, matching modes of presentation to context and intended audience. * They create bilingual texts (guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons. * Students recognise differences between spoken and written forms of French, comparing these with English and other known languages. * They recognise the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. * They notice differences in familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures. * They build metalanguage for talking about language (*formal and informal language, body language*) and for reflecting on the experience of French language and culture learning. They recognise relationships between parts of words (suffixes, prefixes) and stems of words (*préparer, préparation*; *le marché, le supermarché, l’hypermarché*). Students recognise the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (*la vie scolaire, la famille, les courses, les loisirs, la cuisine*). * They explain to others French terms and expressions that reflect cultural practices (*bon appétit, bonne fête*). * They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural groups. |