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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 GERMAN Language 7 - 10 Sequence *toward* Level 8 Achievement standard** | | |
| **Context:**  **Content Description:** | | |
|  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **German Level 8 Achievement Standard** |
| In **German**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students share information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences. * They interact with others to carry out transactions, participate in class routines and socialise. * They use modelled language and simple expressions to ask and respond to familiar questions and give and respond to instructions, such as, *Hört gut zu!; Hol’ einen Laptop!; Wer ist das?; Woher kommt dein Vater?; Hast du Geschwister?,* request help or permission, for example, *Ich möchte …* *, bitte.; Hilfe, bitte!; Darf ich bitte auf die Toilette gehen?*, ask for information, clarification or assistance, such as, *Wie bitte? Hast du mein Buch? Wie sagt man das auf Deutsch?*, and clarify answers, for example, *Das ist meine Freundin und sie kommt aus China. ... Ja, ich habe zwei Brüder, sie heißen Nick und Max.*. * When socialising, they make simple statements such as *Ich mag Fuβball, aber Toms Lieblingssport ist Basketball*. They use key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentences, such as,*ja, rot, singen, Sport, Winter, zwei, ich auch*. * They obtain key points of information and identify main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning. * They use high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order. * They use a range of grammatical elements to describe people, objects, actions, events and relationships, including articles, such as, *der/ein*, personal pronouns and some possessive adjectives, for example, *mein, dein, sein, ihr* in the nominative and accusative. * They qualify meaning with reference to time, manner and place using everyday adverbs and phrases, for example, *am Montag; besser; in der Schule*, and link words, phrases and sentences using *und, aber* and *oder*, and other connectives such as *dann, später* and *zuerst*. * They work with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible. * They identify the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences. * They explain how aspects of their own identity impact on intercultural exchange. * Students identify German as an important European and global language and that it is related to English. * They identify some of the common variations in German used in different contexts by different people. * They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. * They understand and apply grammatical concepts such as gender and number, and nominative and accusative case. They identify key similarities and differences between the phonological and orthographic systems of English and German, including the *Umlaut* and *Eszett*, capitalisation, and punctuation used in numbers (ordinals, decimals). They identify features of common spoken, written and multimodal texts. * They understand and give examples of how language use is shaped by and reflects the values, ideas and norms of a community. |

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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 GERMAN Language 7 - 10 Sequence *toward* Level 10 Achievement standard** | | |
| **Context:**  **Content Description:** | | |
| **German Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **German Level 10 Achievement Standard** |
| By the end of Level 8:   * Students share information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences. * They interact with others to carry out transactions, participate in class routines and socialise. * They use modelled language and simple expressions to ask and respond to familiar questions and give and respond to instructions, such as, *Hört gut zu!; Hol’ einen Laptop!; Wer ist das?; Woher kommt dein Vater?; Hast du Geschwister?,* request help or permission, for example, *Ich möchte …* *, bitte.; Hilfe, bitte!; Darf ich bitte auf die Toilette gehen?*, ask for information, clarification or assistance, such as, *Wie bitte? Hast du mein Buch? Wie sagt man das auf Deutsch?*, and clarify answers, for example, *Das ist meine Freundin und sie kommt aus China. ... Ja, ich habe zwei Brüder, sie heißen Nick und Max.*. * When socialising, they make simple statements such as *Ich mag Fuβball, aber Toms Lieblingssport ist Basketball*. They use key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentences, such as,*ja, rot, singen, Sport, Winter, zwei, ich auch*. * They obtain key points of information and identify main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning. * They use high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order. * They use a range of grammatical elements to describe people, objects, actions, events and relationships, including articles, such as, *der/ein*, personal pronouns and some possessive adjectives, for example, *mein, dein, sein, ihr* in the nominative and accusative. * They qualify meaning with reference to time, manner and place using everyday adverbs and phrases, for example, *am Montag; besser; in der Schule*, and link words, phrases and sentences using *und, aber* and *oder*, and other connectives such as *dann, später* and *zuerst*. * They work with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible. * They identify the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences. * They explain how aspects of their own identity impact on intercultural exchange. * Students identify German as an important European and global language and that it is related to English. * They identify some of the common variations in German used in different contexts by different people. * They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. * They understand and apply grammatical concepts such as gender and number, and nominative and accusative case. They identify key similarities and differences between the phonological and orthographic systems of English and German, including the *Umlaut* and *Eszett*, capitalisation, and punctuation used in numbers (ordinals, decimals). They identify features of common spoken, written and multimodal texts. * They understand and give examples of how language use is shaped by and reflects the values, ideas and norms of a community. | In **German**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans. * They interact with others to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language. * They ask and respond to familiar questions, for example, *Wir sind in den Ferien oft ins Schwimmbad gegangen. Was hast du gemacht? Ich finde meine Schule gut, und du? Wie findest du deine Schule?* and make comparisons, such as, *Meine Freundin ist fleiβiger als ich*. * They give opinions explain problems and ask for advice or clarification, for example, *Ich wohne gern auf dem Land, weil ...* , *Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man die deutschen Verben?*. * They apply rules of pronunciation, intonation and stress, including variations such as contractions. * They locate, analyse and record information, feelings and opinions from a range of texts. * They respond to and re-create imaginative texts, and use descriptive and expressive vocabulary to communicate about experiences and emotions. * They modify meaning with a range of adverbs and adverbial phrases, such as, *Wir haben das schon am Montag mit Frau Rolf gemacht*. * They create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts. * They use a range of grammatical elements to describe, situate and link people, objects and events in time and place. * They use articles, for example, *der/ein*, personal pronouns, some demonstrative and interrogative adjectives such as *dieser, jeder* and *welcher*, possessive adjectives in the nominative, accusative and dative case, and a range of prepositions in everyday and topic-based phrases. * They use present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs. * They describe past events and experiences using the present perfect and simple past tenses with a range of common verbs. * They use some common reflexive verbs in the present tense, such as, *Ich dusche mich morgens.; Interessierst du dich für Geschichte?* * They use a variety of conjunctions and cohesive devices, for example, *als, dass, wenn, weil; dann, früher, danach, vorher*, to create cohesion and interest. * They translate and interpret excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures. * They explain the importance of audience and context in intercultural exchanges. * They explain how cultural identity is both shaped by and influences ways of communicating and thinking. * Students give examples of how language changes over time and identify reasons for change. * They apply the German case system (mainly nominative, accusative, dative) and explain the relationships between noun gender, article, pronoun, adjectival ending and case. They name some grammatical terms and their functions. They identify variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation. * They identify textual conventions in a range of texts and explain how they shape meaning and influence responses. They identify how features of German in familiar spoken and written texts vary according to audience, context and purpose. * They reflect on their own cultural identity in light of their experience of learning German, identifying how their ideas and ways of communicating are influenced by their membership of cultural groups |