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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 NON-ROMAN ALPHABET Language 7 - 10 Sequence *toward* Level 8 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
|  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Non-Roman Alphabet Level 8 Achievement Standard** |
| In **Non-Roman Alphabet**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students use the language being studied to describe feelings, express likes and dislikes and exchange information about their personal worlds, including information about themselves, their family, friends and interests. * They interact with others in collaborative and classroom activities, using modelled language to carry out transactions, ask and respond to familiar questions, follow instructions, and seek assistance or permission. * When interacting, students pronounce sounds in the language being studied, and use intonation and accentuation. * They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. * Students describe characters, events and ideas in imaginative texts using high frequency vocabulary and create short informational and imaginative texts using modelled sentence structures and formulaic expressions. * They use the present tense, common verbs and other grammatical structures to create simple sentences and phrases. * They translate and interpret texts, such as emails, signs and notices, using contextual clues and textual features and create simple bilingual texts for classroom use. * When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange. * Students identify the similarities and differences between the sound systems of the language being studied and English. * They describe the key features of common types of texts, comparing them with equivalent text types in English, for example, a diary entry, or party invitation. * They give examples of how language varies according to participants, roles and relationships, and context and culture. * They identify ways that the language and culture being studied have influenced and continue to influence and be influenced by many global languages. * They analyse words and expressions to identify and explain connections between language 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 NON-ROMAN ALPHABET Language 7 - 10 Sequence *toward* Level 10 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
| **Non-Roman Alphabet Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Non-Roman Alphabet Level 10 Achievement Standard** |
| By the end of Level 8:   * Students use the language being studied to describe feelings, express likes and dislikes and exchange information about their personal worlds, including information about themselves, their family, friends and interests. * They interact with others in collaborative and classroom activities, using modelled language to carry out transactions, ask and respond to familiar questions, follow instructions, and seek assistance or permission. * When interacting, students pronounce sounds in the language being studied, and use intonation and accentuation. * They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. * Students describe characters, events and ideas in imaginative texts using high frequency vocabulary and create short informational and imaginative texts using modelled sentence structures and formulaic expressions. * They use the present tense, common verbs and other grammatical structures to create simple sentences and phrases. * They translate and interpret texts, such as emails, signs and notices, using contextual clues and textual features and create simple bilingual texts for classroom use. * When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange. * Students identify the similarities and differences between the sound systems of the language being studied and English. * They describe the key features of common types of texts, comparing them with equivalent text types in English, for example, a diary entry, or party invitation. * They give examples of how language varies according to participants, roles and relationships, and context and culture. * They identify ways that the language and culture being studied have influenced and continue to influence and be influenced by many global languages. * They analyse words and expressions to identify and explain connections between language and culture. | In **Non-Roman Alphabet**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students initiate and sustain interactions with peers by sharing opinions and experiences and comparing aspects of teenage life. * They interact with others to make decisions and plan events. * They ask and respond to questions, clarify understanding and express agreement or disagreement in structured discussions and tasks, and spoken and written transactions. * When interacting, they use appropriate pronunciation, rhythm and stress. * Students locate and analyse information and perspectives from a range of texts and communicate information and ideas using different modes of presentation selected to suit audience and purpose. * They share their responses to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices. * They use different techniques to produce imaginative texts for different audiences. * They use a range of grammatical structures and elements and apply their knowledge of vocabulary and grammatical structures to extend meaning. * They translate, interpret and create texts, such as notices, posters, advertisements, announcements and blogs, into the language being studied and English for the wider community. * When interacting, students share responsibility for making meaning. * They provide examples of how their identity influences their intercultural exchanges. * Students identify and reproduce the sounds and letters of the language being studied. * They analyse a range of text types in various modes to explain the relationship between context, purpose and audience and to identify structural, linguistic and culturally-specific features. * They compare the language being studied and culture in various linguistic and cultural settings in Australia and overseas, and provide reasons for variations that exist. They identify ways that the language being studied has changed over time and propose reasons why it continues to change. * They explain how cultural assumptions, attitudes and beliefs can affect interactions and appreciate the importance of mutual understanding in effective communication. |