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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 TURKISH Language 7 - 10 Sequence *toward* Level 8 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
|  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Turkish Level 8 Achievement Standard** |
| In **Turkish**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students interact with the teacher and peers to exchange information and express opinions, for example, *Arkadaşlarımla sinemaya gitmeyi severim*. * They use descriptive and expressive language to share feelings and to express preferences such as *Suyu gazoza tercih ederim.* * Students use action-related and rehearsed language to engage in shared activities that involve planning, collaborating, transacting and negotiating, for example, *Haftada kaç kez … yapıyorsun? … hakkında ne düşünüyorsun?* * They interact in classroom routines and exchanges by asking and responding to questions, for example, *Ben ne yapabilirim? Sen not alır mısın?*, requesting help or permission, for example, *Sence bu doğru mu? Tekrar eder misiniz? Arkadaşlar bakar mısınız? Bunu nasıl yapacağız?* and giving praise or encouragement, such as *çok güzel, aferin, harika, tebrikler, başarılarının devamını dilerim, seninle gurur duyuyorum.* * When interacting, they use the features of the sound system in their pronunciation of Turkish, including applying stress, rhythm and intonation patterns to statements, for example, *kapı* *açık kaldı*, *inanmıyorum,* and questions, for example, *gerçekten mi?* * Students locate key points of information from a range of spoken, written and visual texts, and present information related to social, cultural and environmental contexts using different modes of presentation. * They share their responses to different imaginative texts by identifying and comparing favourite elements and discussing events, characters and messages, for example, *beni… çok etkiledi çünkü …, Çok komikti çok sürükleyiciydi, akıcıydı, dili anlaşılırdı, biraz uzundu. Sıkıcıydı, karmaşıktı… Çok üzücüydü*, *Anlaşılması zordu*. Students use imaginative language to create original or adapt familiar imaginative texts in different genres. * They use key elements of Turkish grammar in spoken and written texts, such as basic rules of word order, for example, *Ali topu attı*, *Ali topu al ve at!* and *Ali topu Tarkan* *dan sonra bana atar mısın?,* adjectives, for example, *mavi köşkte* adverbs, for example, *çok dikkatli yürü*, postpositions, for example, *dün sabah geldi*, verb tenses and subject–verb agreement, for example, *Defne yemekten sonra ödevini yaptı ve uyudu*. * They apply rules of agglutination to verbs, for example*, bilmiyorum/biliyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş*, and nouns, for example, *ev-e, ev-i, ev-de, ev-den,* *kebap****ç****ı, simit****ç****i*. * They translate and interpret familiar texts from Turkish into English and vice versa, identifying words and phrases that are not easily translated, such as *imece***,** *hayırlı olsun***,** *nazar değmesin,* and create shared bilingual texts to support their own learning. * They compare ways of communicating in Turkish and English and explain how being bilingual influences their cultural identity and ways of communicating. * Students apply elements of the Turkish writing system to write and spell unfamiliar words, including symbols and characters, for example, *hala-hâlâ, kar-kâr, kitap-kitabı, ağaç-ağacı*, vowel harmony and sound assimilation of consonants. * They identify how grammatical forms and functions are represented through agglutination. * They identify the characteristic features of different types of texts and compare these features with texts in English to identify similarities and differences. * They describe how language use varies according to age, gender, social position or region. Students provide examples of how the Turkish language has changed over time due to different influences and interactions, identifying Turkish words that have emerged through contact with other languages, for example, *e-posta, yazıcı, tarayıcı, genel ağ, fare, tıklamak, sanal âlemde gezmek, sanal gerçek*. * They identify the relationship between language and culture and describe how languages reflect personal and community experience and values. |

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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 TURKISH Language 7 - 10 Sequence *toward* Level 10 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
| **Turkish Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Turkish Level 10 Achievement Standard** |
| By the end of Level 8:   * Students interact with the teacher and peers to exchange information and express opinions, for example, *Arkadaşlarımla sinemaya gitmeyi severim*. * They use descriptive and expressive language to share feelings and to express preferences such as *Suyu gazoza tercih ederim.* * Students use action-related and rehearsed language to engage in shared activities that involve planning, collaborating, transacting and negotiating, for example, *Haftada kaç kez … yapıyorsun? … hakkında ne düşünüyorsun?* * They interact in classroom routines and exchanges by asking and responding to questions, for example, *Ben ne yapabilirim? Sen not alır mısın?*, requesting help or permission, for example, *Sence bu doğru mu? Tekrar eder misiniz? Arkadaşlar bakar mısınız? Bunu nasıl yapacağız?* and giving praise or encouragement, such as *çok güzel, aferin, harika, tebrikler, başarılarının devamını dilerim, seninle gurur duyuyorum.* * When interacting, they use the features of the sound system in their pronunciation of Turkish, including applying stress, rhythm and intonation patterns to statements, for example, *kapı* *açık kaldı*, *inanmıyorum,* and questions, for example, *gerçekten mi?* * Students locate key points of information from a range of spoken, written and visual texts, and present information related to social, cultural and environmental contexts using different modes of presentation. * They share their responses to different imaginative texts by identifying and comparing favourite elements and discussing events, characters and messages, for example, *beni… çok etkiledi çünkü …, Çok komikti çok sürükleyiciydi, akıcıydı, dili anlaşılırdı, biraz uzundu. Sıkıcıydı, karmaşıktı… Çok üzücüydü*, *Anlaşılması zordu*. 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Students provide examples of how the Turkish language has changed over time due to different influences and interactions, identifying Turkish words that have emerged through contact with other languages, for example, *e-posta, yazıcı, tarayıcı, genel ağ, fare, tıklamak, sanal âlemde gezmek, sanal gerçek*. * They identify the relationship between language and culture and describe how languages reflect personal and community experience and values. | In **Turkish**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students interact in written and spoken Turkish to exchange and compare views and experiences on personal, local and global issues, for example, *liseyi bitirince Türkiye’de üniversiteye gitmek istiyorum, okulu bitirdikten sonra seyahat etmek istiyorum*. * They use action-related and spontaneous language to engage in shared activities that involve brainstorming, transacting, negotiating, problem-solving and taking action, for example, *Nasıl bir yöntem izleyelim? Bence bu yöntemi izlersek daha uygun, Sen nasıl uygun görürsen.* * They offer opinions, for example, *bana göre,* and justify them, for example, *şöyle ki, Haklısın ama bence …*. * They engage in structured discussions by asking and responding to questions, for example*, görüşünü destekleyecek kanıtın var mı?* and expressing agreement or disagreement, for example, *seninle aynı fikirde değilim.* * When speaking, they apply the vowel elision rule to suffixes of multisyllabic words, the principles of word stress to pronounce unfamiliar words and phrases and intonation patterns, stress and tone to contribute to the cohesion of longer spoken texts. * Students organise and classify information and ideas obtained from different sources, re-presenting content in new formats for different audiences. * They convey information and perspectives using different modes of presentation appropriate to a variety of contexts and to achieve different purposes. * They share their responses to a range of traditional and contemporary imaginative texts by describing key elements, including settings, themes and values and discussing the representation of characters and events. * They use expressive, descriptive and evocative language to produce imaginative texts in a range of modes and formats selected to suit particular audiences. * When writing, they identify and use a variety of verb moods, such as potential, for example, *yazabilmek, koşabilmek*, reflexive, for example*, Tayla giyindi ve süslendi*, reciprocal, for example, *Babası ile araba için tartıştı*, causative, for example, *Dün kuaförde saçını boyattı* and passive, for example, *Pirinç ayıklandı ve pilav pişirildi.* * They use grammatical forms such as auxiliary verbs, for example, *yardım etmek, namaz kılmak, ayıp olmak*; particles, for example, *karşı, gibi, beri, dek, kadar, üzere*; and honorific forms, for example, *Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, Ağabey(Abi)/Abla*i*, Hoca/Öğretmen, Bay/Bayan*/. * Students translate and interpret a range of texts from Turkish into English and vice versa, explaining how cultural elements affect meaning. * They produce a range of multimodal resources in Turkish and English for the wider community which reflect the bilingual experience. * They explain their language choices and communicative behaviours in different intercultural interactions and identify the adjustments they make according to context. * They explain how language, culture and identity shape and reflect ways of communicating and thinking. * Students apply their understanding of the * Turkish writing system, including spelling patterns, symbols, characters and punctuation, to express complex ideas and information and to engage in extended interactions. * They use metalanguage to explain language forms, structures and conventions. * They apply their understanding of texts to construct a range of written, spoken and multimodal texts, incorporating elements appropriate to culture and context. * They explain how language use varies according to roles, relationships and contexts, and make comparisons with other languages, including English. * They identify influences, such as technology and social media on Turkish and other languages, such as abbreviations in text messages, for example, *nbr (ne haber), tmm (tamam), slm (selam), kib (kendine iyi bak),* *bye (güle güle)* and *aeo (allaha emanet ol).* * They explain variations in their own language use in different contexts, the reciprocal and evolving nature of the relationship between language and culture, and how cultural experiences, values and identities are reflected in language. |