|  |  |  |
| --- | --- | --- |
| **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*

|  |  |  |
| --- | --- | --- |
| 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 VIETNAMESE Language 7 - 10 Sequence *toward* Level 8 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
|  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Vietnamese Level 8 Achievement Standard** |
| In **Vietnamese**, indicative progression towards the Level 8 achievement standard may be when students: | By the end of Level 8:   * Students use written and spoken Vietnamese to interact with peers and the teacher to exchange personal information (for example*, Em tên Nam. Em mười hai tuổi. Em sinh ở Úc*), describe feelings (for example*, Em vui/hạnh phúc*) and express preferences (for example*, Em thích chơi thể thao*. *Em thích ăn phở hơn hủ tíu*)*.* * When participating in collaborative activities and classroom routines, they use modelled language to complete transactions, to ask and respond to questions (for example, *Bạn học trường nào? Gia đình tôi có bốn người*), to follow instructions (for example, *Các em hãy chú ý/ chép bài này vào tập!*), to request support and permission (for example, *Xin cô vui lòng lặp lại/giải thích chữ này*. *Thưa thầy/cô, cho em đi vệ sinh*), and to make arrangements (for example, *Thứ Bảy này mình đi coi phim nha*)*.* * When interacting, they use the features of the sound system, including tones, to pronounce words and expressions, and form affirmative (for example, *Em ăn cơm*), negative (for example*, Em không ăn cơm*), interrogative (for example*, Em ăn cơm không?*) and imperative (for example, *Ăn cơm đi!*) sentences. * Students locate specific information in a range of texts and present information and ideas related to personal, social and natural worlds in spoken, written and digital forms using modelled language structures. * They share their responses to a range of imaginative texts by identifying and describing key elements and expressing opinions. * They create or adapt familiar imaginative texts for a range of audiences, using common adverbs of sequence such as *trước hết, kế đến* and *sau cùng* to organise and link ideas. * They use personal pronouns (for example*, tôi, bạn, em, con, anh, chị, cô, ông, bà*), nouns (for example, *bạn, học sinh, thầy giáo, cô giáo, cha mẹ, cái bàn, cây viết, con chó, trái cam*), adjectives (for example, *già, trẻ, lớn, nhỏ, tốt, hiền, thông minh, chăm chỉ*), verbs (for example*, ăn, uống, ngủ, nói, đọc, học, chạy, đi bộ*), adverbs (for example, *hay, giỏi, nhanh, chậm*) and conjunctions (for example, *và, hay, vì, nhưng*). * They apply rules of the Vietnamese writing system to spell familiar words, including tone markers. * They translate and interpret short texts, identifying words that are not easily translated, such as *cúng, bánh chưng/bánh tét*, and create bilingual texts to support their own learning and for the school community. * They compare ways of communicating in Vietnamese and English and explain how their own biography influences their cultural identity and ways of communicating. * Students identify the tones of spoken and written Vietnamese. * They identify Vietnamese sound–letter relationships, the formation of consonants clusters (for example, *ch, nh, th, tr, ph*), diphthongs (for example, *ai, ao, au*), triphthongs (for example, *oai,* *ươi*), and vowel–consonant combinations such as *an, am, ac, at.* * They compare the structural and language features of Vietnamese and English in personal, informative and imaginative texts, identifying audience and purpose. * They describe how language use varies according to setting and context. Students provide examples of how the Vietnamese language has changed over time, identifying Vietnamese words that have emerged through contact with other languages, for example, *cà rốt, cà phê, căn-tin*. * They identify cultural practices that are embedded in language use and communication styles, such as use of the terms *dạ/thưa* to express politeness and respect. |

|  |  |  |
| --- | --- | --- |
| 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 VIETNAMESE Language 7 - 10 Sequence *toward* Level 10 Achievement standard** | | |
| **Context:**  **Context Description:** | | |
| **Vietnamese Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Vietnamese Level 10 Achievement Standard** |
| By the end of Level 8:   * Students use written and spoken Vietnamese to interact with peers and the teacher to exchange personal information (for example*, Em tên Nam. Em mười hai tuổi. Em sinh ở Úc*), describe feelings (for example*, Em vui/hạnh phúc*) and express preferences (for example*, Em thích chơi thể thao*. *Em thích ăn phở hơn hủ tíu*)*.* * When participating in collaborative activities and classroom routines, they use modelled language to complete transactions, to ask and respond to questions (for example, *Bạn học trường nào? Gia đình tôi có bốn người*), to follow instructions (for example, *Các em hãy chú ý/ chép bài này vào tập!*), to request support and permission (for example, *Xin cô vui lòng lặp lại/giải thích chữ này*. *Thưa thầy/cô, cho em đi vệ sinh*), and to make arrangements (for example, *Thứ Bảy này mình đi coi phim nha*)*.* * When interacting, they use the features of the sound system, including tones, to pronounce words and expressions, and form affirmative (for example, *Em ăn cơm*), negative (for example*, Em không ăn cơm*), interrogative (for example*, Em ăn cơm không?*) and imperative (for example, *Ăn cơm đi!*) sentences. * Students locate specific information in a range of texts and present information and ideas related to personal, social and natural worlds in spoken, written and digital forms using modelled language structures. * They share their responses to a range of imaginative texts by identifying and describing key elements and expressing opinions. * They create or adapt familiar imaginative texts for a range of audiences, using common adverbs of sequence such as *trước hết, kế đến* and *sau cùng* to organise and link ideas. * They use personal pronouns (for example*, tôi, bạn, em, con, anh, chị, cô, ông, bà*), nouns (for example, *bạn, học sinh, thầy giáo, cô giáo, cha mẹ, cái bàn, cây viết, con chó, trái cam*), adjectives (for example, *già, trẻ, lớn, nhỏ, tốt, hiền, thông minh, chăm chỉ*), verbs (for example*, ăn, uống, ngủ, nói, đọc, học, chạy, đi bộ*), adverbs (for example, *hay, giỏi, nhanh, chậm*) and conjunctions (for example, *và, hay, vì, nhưng*). * They apply rules of the Vietnamese writing system to spell familiar words, including tone markers. * They translate and interpret short texts, identifying words that are not easily translated, such as *cúng, bánh chưng/bánh tét*, and create bilingual texts to support their own learning and for the school community. * They compare ways of communicating in Vietnamese and English and explain how their own biography influences their cultural identity and ways of communicating. * Students identify the tones of spoken and written Vietnamese. * They identify Vietnamese sound–letter relationships, the formation of consonants clusters (for example, *ch, nh, th, tr, ph*), diphthongs (for example, *ai, ao, au*), triphthongs (for example, *oai,* *ươi*), and vowel–consonant combinations such as *an, am, ac, at.* * They compare the structural and language features of Vietnamese and English in personal, informative and imaginative texts, identifying audience and purpose. * They describe how language use varies according to setting and context. Students provide examples of how the Vietnamese language has changed over time, identifying Vietnamese words that have emerged through contact with other languages, for example, *cà rốt, cà phê, căn-tin*. * They identify cultural practices that are embedded in language use and communication styles, such as use of the terms *dạ/thưa* to express politeness and respect. | In **Vietnamese**, indicative progression towards the Level 10 achievement standard may be when students: | By the end of Level 10:   * Students use written and spoken Vietnamese to initiate and sustain interactions with teachers, peers and adults in familiar contexts, for example, *Bạn thích nghe loại nhạc nào? Tôi thích nghe nhạc trẻ. Bạn thích ca sĩ và bài hát nào nhất? Tại sao? Tôi thích ca sĩ Lynda Miles vì cô ấy hát hay và nhảy đẹp. Bài hát tôi thích nhất là My Best Moments vì nó giúp tôi thấy vui vẻ và yêu đời.* * They use modelled and spontaneous language to engage in discussions, seek clarification, offer opinions, compare experiences related to familiar topics (for example, *Học tiếng Việt có nhiều lợi ích lắm. Tôi thích đi du lịch ở ngoại quốc hơn là ở trong nước. Đồ ăn ở Việt Nam tươi và ngon nhưng không sạch sẽ bằng ở Úc*), and express agreement or disagreement (for example*, Bạn nói đúng lắm/Tôi cũng nghĩ vậy. Xin lỗi, tôi không nghĩ vậy/tôi có ý kiến khác với bạn*)*.* * They interact with others to carry out transactions and to plan and organise social or cultural events by negotiating options, and explaining and justifying opinions, for example, *Bạn muốn tổ chức sinh nhật ở nhà hay ở trường? Chúng mình nên tham gia gây quỹ để cứu trợ nạn nhân bão lụt*. * They apply appropriate pronunciation in spoken Vietnamese, including intonation patterns, tones and pauses. * Students analyse information and ideas obtained from diverse sources, comparing and evaluating different perspectives related to common areas of interest and study. * They present information and opinions using different text types and modes of presentation appropriate to a variety of audiences and to achieve different purposes. * They share their responses to different imaginative texts by expressing preferences and describing key elements such as themes, values, plot, and representations of characters and events. * They create imaginative texts for the purpose of self-expression and engagement, using cohesive devices such as conjunctions to communicate, link and extend ideas, and common Vietnamese idioms, proverbs or folk songs for illustration of cultural concepts or aspects. * When writing, they use verbs to express modality (for example, *nên, cần, phải*), direct speech (for example, *Ba mẹ nói với tôi: ‘Con nên chăm học’*) and indirect speech (for example, *Ba mẹ bảo tôi nên chăm học*), and apply Vietnamese spelling rules and tone markers to a range of words. * They translate and interpret texts using strategies to overcome challenges in translation, such as considering cultural expressions or representations, and explain differences in interpretation. Students create a range of multimodal bilingual resources for the school and local community. * They explain the relationship between language, culture and identity, and modify language and behaviours in intercultural interactions to enhance mutual understanding. * Students infer the meaning of unfamiliar words encountered in a range of familiar contexts by applying knowledge of grammatical elements and vocabulary. * They analyse the relationship between cultural representations, language choices, and the audience and purpose of different text types. * They identify and analyse linguistic features of Vietnamese in a range of situations, explaining variations due to audience and purpose. * They explain the impact of social, cultural and intercultural influences on language, identifying and using Vietnamese words that have emerged from globalisation, migration, popular culture and technology, such as *toàn cầu hóa, di dân, định cư, hội nhập, nhạc trẻ, công nghệ thông tin, nhật ký điện tử, nói chuyện qua mạng*. * They explain ways in which language and culture are interrelated and influence each other. |