

VELS - Geography

Years 5 – 8 Building breadth and depth

Students are increasingly independent, flexible and self-motivated, and can organise their thinking and understand processes such as research, critical thinking and problem solving. They are supported to research issues that are important to them, learning to frame their own investigations, reflect on their findings and report their conclusions. They learn that diversity of opinions, a variety of perspectives, and debate about issues are signs of a healthy democracy. They become increasingly aware of national events, environmental, social and political issues, and international events and crises. Through these they evaluate the role of the Australian Government as a global citizen.

Students practise democratic skills and behaviours through actively shaping and contributing to their learning, their classrooms and school events and governance. They are given opportunities to practise democracy through experience of leadership in groups, classrooms and school events. They assume responsibilities for class and school activities, and are supported to contribute to the school community.

Years 9 – 10 Developing pathways

In these years students are more oriented to the future and aware of the world beyond school. They are beginning to think of themselves as adults. They are more independent as learners and able to assume greater responsibility for their learning.

Students are more focused on developing a critical understanding of contemporary Australian democracy through a study of democratic heritage, political and legal institutions. They use current political, legal, national and international issues as springboards for understanding and critical thinking about a range of concepts, such as the rights and responsibilities of citizens, values that are important in a democracy, and the role of the Australian Government as a global citizen. Students are increasingly attuned to the world beyond school, and local, national and international issues provide a means through which they understand and evaluate Australia's democracy.

Students explore ideas and issues in depth through research on issues important to them, their community and their nation. Through active investigation, they learn about and practise the skills and values required for democratic participation – including working with others, organising, solving problems, respecting other points of view, defining areas for investigation, collecting evidence, analysing data, thinking critically, presenting points of view based on evidence and evaluating the effectiveness of their work.

Students also engage in school, local and community activities and events in which they practise responsibility, decision making, planning, problem solving, cooperation with others, social skills and leadership. These could include: school-wide activities and events, year-level and school governance, community service, environmental programs in the local community, enterprise learning and involvement in local responses to national and international issues.

VELS - English

<p>Level 4</p>	<p>At Level 4, students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. They analyse these texts and support interpretations with evidence drawn from the text. They analyse information, imagery and point of view. They use strategies such as reading on, using contextual cues, and drawing on knowledge of text organisation, when interpreting texts containing unfamiliar ideas and information.</p>	<p>At Level 4, students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing. They use a range of vocabulary, a variety of sentence structures, and use punctuation accurately, including apostrophes. They identify and use different parts of speech, including nouns, pronouns, adverbs, comparative adverbs and adjectives, and use appropriate prepositions and conjunctions. They employ a variety of strategies for writing, including note making, planning, editing and proofreading.</p>	<p>At Level 4, students plan, rehearse and make presentations for different purposes. They sustain a point of view and provide succinct accounts of personal experiences or events. They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning. They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.</p>
<p>Level 5</p>	<p>At Level 5, students read and view informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues. They identify the ideas, themes and issues explored in these texts, and provide supporting evidence to justify their interpretations. They produce personal responses, for example, interpretive pieces and character profiles. They analyse how social values or attitudes are conveyed, compare the presentation of information and ideas in different texts, and identify cause and effect in informative texts.</p>	<p>At Level 5, students produce, in print and electronic forms, texts for a variety of purposes, including persuading and reflecting. They write arguments that state and justify a personal viewpoint; reports incorporating challenging themes and issues; personal reflections on, or evaluations of, texts presenting challenging themes and issues. Students improve the accuracy and readability of their writing. They accurately identify and use different parts of speech. They edit their writing for clarity, coherence and consistency of style, and proofread and correct spelling, punctuation and grammatical errors.</p>	<p>At Level 5, students express creative and analytical responses to texts, themes and issues. They identify main issues in a topic and provide supporting detail and evidence for opinions. They critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences and purposes. They use a variety of multimodal texts to support individual presentations in which they inform or persuade an audience. When listening to others, students ask clarifying questions and build on the ideas of others. They identify key ideas and take notes. They show an awareness of the influence of audience on the construction and presentation of spoken texts, and of how situational and sociocultural factors affect audience responses.</p>

NSW HSIE Syllabus

Stage 3

Outcome: 3.7 Social Systems and Structures

Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.

Stage 4 (Mandatory)

Focus Area 4G3 Global Change

Focus: The changing nature of the world and responses to these changes.

Focus Area 4G4 Global Issues and the Role of Citizenship

Focus: Global geographical issues and appropriate methods of citizenship for their management.

Outcomes

A student:

- 4.1 identifies and gathers geographical information
- 4.2 organises and interprets geographical information
- 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- 4.4 uses a range of geographical tools
- 4.5 demonstrates a sense of place about global environments
- 4.7 identifies and discusses geographical issues from a range of perspectives
- 4.9 describes differences in life opportunities throughout the world
- 4.10 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship.

Stage 5 – Year 9-10 (Mandatory)

Focus Area 5A4 Australia in its Regional and Global Contexts

Focus: Australia in its regional and global contexts and the roles of individuals and groups in planning for a better future.

Outcomes

A student:

- 5.2 analyses, organises and synthesises geographical information
- 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- 5.4 selects and applies appropriate geographical tools
- 5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales
- 5.9 explains Australia's links with other countries and its role in the global community
- 5.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.

NSW English syllabus

Stage 3 Outcomes

RS3.5

Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.

RS3.7

Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.

RS3.6

Uses a comprehensive range of skills and strategies appropriate to the type of text being read.

RS3.8

Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

Context (see NSW Board of Studies English K-6 p. 82 Stage 3 Reading)

Initially, the class jointly analysed an advertisement, using the following headings to scaffold their analysis and explanation: Heading/Title; Layout/Design; Language features; Text size and style; Use of photographs and pictures; Information given. Students were then given an advertisement for World Vision and asked to explain how it tries to convince people to support this organisation.

Where to from here?

Ask the students to compare and discuss similar visual texts. Examine more sophisticated or complex visual texts and discuss the techniques used. Have the students analyse other advertising texts to determine the intended audience.

English stage 4 - 5 outcomes

Objectives	Stage 4 Outcomes	Stage 5 Outcomes
<ul style="list-style-type: none"> Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to: 	A student:	A student:
<ul style="list-style-type: none"> speak, listen, read, write, view and represent 	1 responds to and composes texts for understanding, interpretation, critical analysis and pleasure	1 responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure
	2 uses a range of processes for responding to and composing texts	2 uses and critically assesses a range of processes for responding and composing
	3 responds to and composes texts in different technologies	3 selects, uses, describes and explains how different technologies affect and shape meaning
<ul style="list-style-type: none"> use language and communicate appropriately and effectively 	4 uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts	4 selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning
	5 makes informed language choices to shape meaning with accuracy, clarity and coherence	5 transfers understanding of language concepts into new and different contexts
<ul style="list-style-type: none"> think in ways that are imaginative, interpretive and critical 	6 thinks critically and interpretively about information, ideas and arguments to respond to and compose texts	6 thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts
	7 makes connections between and among texts	7 investigates the relationships between and among texts
<ul style="list-style-type: none"> express themselves and their relationships with others and the world 	8 demonstrates understanding that texts express views of their broadening world and their relationships within it	8 demonstrates understanding of the ways texts reflect personal and public worlds
	9 identifies, considers and appreciates cultural expression in texts	9 questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
<ul style="list-style-type: none"> learn and reflect on their learning through their study of English. 	10 uses, reflects on and assesses individual and collaborative skills for learning.	10 uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness.

SACSA Framework Society and Environment - Middle Years

Key Idea: Students recognise connection between roles, structures, functions and limits of various political, legal and economic systems over time. [F] [In] [T] [KCI]

This includes such learning as:

- analysing the interdependence between people and environments, and the ways in which people can affect systems to protect local and global environments for future generations [F] [In]
- working collaboratively or in teams to identify information sources, and accessing them to analyse systems or practices which repress minority peoples (eg. through dispossession of land, lack of freedom of movement, lack of ability to pursue religious beliefs or customary law, denial of access to support and services). Students analyse and report on strategies such minority groups and others use to effect change [F] [T] [C] [KCI] [KC2] [KC4]
- researching and analysing the roles of people and groups in parliament, courts and government (including social support services) through use of visits (real and virtual), role-play, debates, case studies, e-mail, video and computer programs. [In] [T] [C] [KCI] [KC4] [KC7]

Key Idea: Students work cooperatively to collect, analyse and describe information about particular issues which have social, economic and environmental dimensions. They identify key ideas, justify positions, predict outcomes and suggest enterprising solutions. [In] [T] [C] [KCI] [KC4] [KC6]

This includes such learning as:

- investigating and challenging the ways in which power and resources are unequally distributed, locally and globally, and suggesting practical ways this might be changed in the future [F] [In] [T] [KCI] [KC6]
- identifying how they and others make choices, exercise power and plan for the future, critically evaluating how their choices incorporate principles of social justice, democracy and ecological sustainability. [F] [In] [T] [KCI]

Key Idea: Students negotiate and agree on roles, responsibilities and alternative courses of action in order to achieve goals relating to human rights, democracy, equity, social justice and sustainable environments, at school and in the wider community. [In] [T] [C] [KC2] [KC3] [KC6]

This includes such learning as:

- recognising and respecting that people have different opinions about issues, through listening, examining, interpreting and, when appropriate, challenging the views of others [T] [C] [KCI] [KC2]
- identifying and practising non-violent, assertive and respectful ways to solve disputes between individuals and within groups, using real opportunities to work on problems or social issues in the school and community. Students work alongside groups struggling for justice or a particular cause [F] [In] [T] [C] [KC6]
- critically analysing the implications of rights and responsibilities in a variety of settings, and identifying how decisions are made and how they can be influenced [In] [T] [KCI]
- examining ideological concepts and values which underpin notions of social justice, human rights, animal rights, property rights and sustainable environments. Students demonstrate an understanding of political processes, discussing how and why these have changed or might change over time and across cultures. [T] [KCI] [KC2]

Society and Environment - Senior Years

Key Idea: Students individually and in teams critically analyse current social issues from a range of perspectives, including historical, future, social, cultural, economic and political, using a wide variety of source material. [F] [In] [T] [KCI] [KC4]

This includes such learning as:

- identifying and describing the role, structure and function of government at local, state, territory, federal and international levels. Students, in teams or individually, analyse how institutionalised power and authority in political and legal systems shape legislation which affects current social issues [In] [T] [KCI] [KC4]
- critically investigating how change can be effected in regard to particular environmental, political, legal and economic issues; and analysing the power of the media, community, corporate and other pressure groups in relation to the chosen issues [In] [T] [C] [KCI]
- critically analysing controversial issues and policies affecting students; and planning and practising, or simulating, roles of advocacy on matters of local, national and global importance [T] [C] [KCI] [KC3]
- analysing why and how the practices of economic organisations and players (eg. governments; banks; investment managers; pharmaceutical, mining and insurance corporations; transnational corporations; the European Union; the World Trade Organisation) impact on students' and other people's lives, locally, regionally and globally, now and in the future. [F] [In] [KCI]

Key Idea: Students research contemporary issues such as the effects of globalisation on cultures, countries, and particular groups and individuals. They consider alternative futures which might improve the quality of life for themselves and others, selecting and using appropriate media to report their findings. [F] [In] [C] [KCI] [KC6] [KC7]

This includes such learning as:

- analysing factors that influence, and are influenced by, quality of life and workplace productivity (eg. education, nutrition, life expectancy, infant mortality, human rights, health, safety, environmental degradation, welfare) and developing strategies to predict future workplace and lifestyle changes, and the ways individuals can respond to and influence them for the benefit of all [F] [In] [T] [KCI] [KC6]
- researching the major causes of conflict in local, national and international settings. Students evaluate solutions to the inequitable distribution of power and resources, roles of government and non-government organisations (NGOs), and the impact of these organisations on different systems. They explore options of just and peaceful resolution [F] [In] [T] [KCI] [KC6]
- exploring ways to use knowledge to inform actions in their personal and social lives in the community, and through political participation. Students, working together, render community service or solve social problems in their school or community, particularly in relation to marginalised groups. [F] [C] [KCI] [KC4] [KC6]

English Learning Area - Middle Years

Key Idea: Students examine past, present and future representations of society as they critically interpret a range of visual, multimodal and written texts which contain increasingly complex ideas about local and global issues. [F] [In] [T] [C] [KCI]

Key Idea: Students choose and compose a range of written texts which explore different perspectives about local and some global issues. They apply an understanding of context, purpose and audience to their own writing. [In] [T] [C] [KC2] [KC3]

English Learning Area - Senior Years

Key Idea: Students analyse connections between purpose, context and audience when critically listening to a range of complex texts. They plan and produce a range of sophisticated spoken texts about topical and future issues to influence and inform local and global communities. [In] [T] [C] [KC1] [KC2] [KC3]

This includes such learning as:

- listening to and interpreting a range of spoken texts in multiple ways (eg. by participating in a formal local community meeting, refining questions for a film review) [In] [T] [KC1]
- critically analysing their use of language in their own and others' spoken texts to effectively network with a range of communities (eg. using accurate terminology in online chat sessions and when discussing Indigenous issues). They recognise and attempt to modify language practices that exclude or marginalise others [In] [T] [C] [KC1] [KC2]
- taking part in formal presentations, including the use of statistics and data (eg. interviews for employment, reporting progress to a community group) [C] [KC2] [KC5]
- planning and composing and performing a range of spoken texts (eg. participating in, organising or facilitating official meeting procedures; negotiating and making arrangements for a field trip). [T] [C] [KC2] [KC3]

Key Idea: Students critically analyse multiple views of the past, present and future as they read, view and interpret a range of visual, multimodal and written texts which contain complex ideas and different perspectives on local and global community issues. [F] [Id] [In] [T] [KC1] [KC6] [KC7]

Key Idea: Students examine different perspectives about challenging local and global issues as they plan and compose a range of written texts. They critically analyse their own written texts for context, purpose and audience. [In] [T] [KC1] [KC2] [KC3]

Get Connected Issue 5 - Global Food Crisis Queensland - Studies of Society and Environment

3. Systems, Resources and Power Strand

Level 4 statement

Students understand Australia's ecological and economic links to the world and can apply decision making processes to contribute to actions that support global human rights. They also understand the basic development of Australia's government and can describe how groups have achieved citizenship rights.

Level 5 statement

Students understand some relationships between Australian and global systems and can use inquiry and decision-making processes to evaluate these relationships. They also understand some key features of Australia's economic, legal and political systems and can reflect on the value of social justice to suggest improvements to these systems.

Level 6 statement

Students understand the underpinnings of ecological, economic, business, legal and political systems in different settings and can engage in inquiry processes that reconsider hypotheses to develop advocacy positions. They also understand issues associated with the relationships between systems, resources and power and can explain and devise strategies intended to improve outcomes of systems.