VELS & LINK TO LINGKUNGAN KITA

The use of this Indonesian educational resource kit provides opportunities to identify learning that students need to focus on and opportunities for students to demonstrate achievements against the standards in the LOTE Domain in the Victorian Essential Learning Standards (VELS). This resource kit also offers opportunities for students to explore learning and demonstrate achievement in other domains including; Interpersonal Development, Personal Learning, Civics and Citizenship, The Arts, Geography, History, Mathematics, Science, Communication, Design, Creativity and Technology, Information and Communication Technology and Thinking Processes.

There is an abundance of scope for multi-domain planning, implementation and assessment, with work responsibilities being shared between different specialist teachers where possible.

Assessment

Assessment is a vital process to provide information about what students know and can do, and to make recommendations for their future learning. Below are some links to further explore assessment.

Assessment Advice

This information contains an assessment definition and purposes of assessment including: assessment for, as and of learning. Assessment principles are outlined and PowerPoint presentations and workshops related to the assessment advice are provided.

http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/assessadvice/default.htm

Graphic Organisers

Graphic organisers can be used to visually represent thoughts, ideas, knowledge and concepts. They help to organise thoughts and to promote understanding. This section contains sample graphic organisers such as; Correlation Chart, Learning Matrix, KWHL and PMI.

These tools are for use with students in the classroom and they are suitable for use in many different contexts and are aimed at improving assessment practices.

http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/graphicorganisers.htm

Review and Reflection Tools
Review and Reflection tools enable students to review and reflect on their knowledge, progress, and what they have learnt and achieved during a unit, topic or project. This section contains sample reflection tools such as; Peer assessment, Reflective journals, Learning Worm (specifically for early years students) and Personal Learning Goal Tool.

http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/reviewreflect.htm

Rubrics
Rubrics are printed sets of criteria for assessing knowledge, performance or product and for giving feedback. The following tools are examples of rubrics and how they are used in schools.

http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/rubrics.htm

Other useful Rubric websites include:

http://rubistar.4teachers.org/index.php

http://www.education.vic.gov.au/languagesonline/games/rubric/index.htm

Digital Portfolios
A digital portfolio is a portfolio using electronic media and services. A digital portfolio can be either off-line or on-line, or a combination of both. In the classroom, a digital portfolio is usually used to showcase learning and reflections over a period of time, and may provide evidence towards assessment. Students' digital portfolios or digital banks of evidence of learning can include products, assessment comments and rubrics, strategies and plans.

http://www.education.vic.gov.au/studentlearning/elearning/technology/portfolio.htm

LINK TO LINGKUNGAN KITA

Level 4 VELS

Strand	Domain	Dimension & Standards
Physical, Personal and Social Learning	**Interpersonal Development**	**Building social relationships** • Demonstrate, through their interactions in social situations, respect for a diverse range of people and groups. • Explore and discuss behaviours which demonstrate sensitivity to cultural differences in their interactions with others. *Tasks –* *• Evaluating-Interpersonal: Reflection* *• Applying-Kinesthetic: Animal Dance* **Working in teams** • Work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity. • Work cooperatively to allocate tasks and develop timelines. • Accept responsibility for their roles and tasks. • Explain the benefits of working in a team, provide feedback to others and evaluate their own and the team's performance. *Tasks –* *• Analysing-Kinesthetic: Wayang Kulit* *• Applying-Interpersonal: Interview & Comic Strip*
	Personal Learning	**The individual learner** • Identify, with support, their preferred learning styles and use strategies that promote learning. • Monitor and describe progress in their learning and demonstrate learning habits that address their individual needs. • Seek and respond to teacher feedback to develop their content knowledge and understanding. • They negotiate learning improvement goals and justify the choices they make about their own learning. • Actively develop, monitor and refine protocols that create a positive learning environment in the classroom. *Use of the Task Grid & various Assessment Tools to complete a digital portfolio*
Social		**Managing personal learning** • Develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources. • Undertake some set tasks independently, identifying stages for completion. • Describe task progress and achievements, suggesting how outcomes may have been improved.

		• Persist when experiencing difficulty with learning tasks. • Seek and use learning support when needed from peers, teachers and other adults. • Demonstrate a positive attitude to learning within and outside the classroom. ***Use of the Task Grid & various Assessment Tools to complete a digital portfolio***
	Civics and Citizenship	**Community engagement** • Present a point of view on a significant current issue/s and include recommendations about the actions that individuals and governments can take to resolve this issue. • Demonstrate understanding that there are different viewpoints on an issue and contribute to group and class decision making. ***Tasks –*** ***• Applying-Verbal/Linguistic: "Don't Palm Us Off" TV Ad*** ***• Evaluating-Verbal/Linguistic: 5 Most Important Things*** ***• Creating-Verbal/Linguistic: Advertising Campaign*** ***• Evaluating-Interpersonal: Reflection***
Discipline-Based Learning	**The Arts**	**Creating and making** • Independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present arts works. • Communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. • Consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences. **Exploring and responding** • Discuss traditional and contemporary arts works. • Interpret and compare key features of arts works made in a range of times, places and cultures. • Identify and describe influences on their own works and discuss the purposes for which arts works are created in different historical and cultural contexts. ***Tasks –*** ***• Creating-Kinesthetic: Human-Animal Conflict Play*** ***• Understanding-Visual/Spatial: Diorama*** ***• Remembering-Interpersonal: Map Display*** ***• Understanding-Logical/Mathematical: Animal Silhouettes*** ***• Understanding-Kinesthetic: Drama Act*** ***• Understanding-Music: Animal Song*** ***• Understanding-Naturalist: Habitat Collage*** ***• Analysing-Kinesthetic: Wayang Kulit***
	Geography	**Geographical knowledge and understanding** • Recommend ways of protecting environmentally sensitive areas in a sustainable way. They provide examples and evidence based on their inquiries. • Use geographic language to identify and describe the human and physical characteristics of local and global environments depicted

		by different kinds of maps, diagrams, photographs and satellite images. *Tasks –* *• Remembering-Interpersonal: Map Display* *• Remembering-Visual/Spatial: Animal Display*
	History	**Historical knowledge and understanding** • Demonstrate an understanding of key aspects of an Asian country or countries within the Australian region. They explain significant events and people in the history of that country or countries. They describe aspects of governance, customs, religious traditions and daily life. They explain the values important to other societies and their own and links between other countries and Australia. • Compare and contrast the values and beliefs of Australians and people of other cultures. They compare aspects of different cultures and countries, in both the past and present, and ask questions about their own society. They sequence events and describe their significance in bringing about particular developments. *Tasks –* *• Understanding-Verbal/Linguistics: Endangered – Why?* *• Evaluating-Naturalist: Compare Endangered and Extinct*
	Languages Other Than English – Indonesian (Pathway 1)	**Communicating in a language other than English** • Participate in oral interactions to convey and receive information. • Show awareness of the language and cultural requirements related to a given topic; they adapt language and gesture appropriately for the role, audience and purpose of the discourse. • Acquire and use new information and language, and recycle previously learnt language skills and knowledge in new contexts. • Initiate and lead communication and respond to communication initiated by others. • Apply their knowledge of word meanings, word associations and cognates to their own work. • Organise and apply grammatical information and knowledge of words, conduct dictionary research, and work independently on defined projects using the language. • Read a wide range of short and/or modified texts for meaning and for use as models in their own writing. Read aloud effectively and apply knowledge of pronunciation, punctuation, tone and letter-sound variations in particular contexts. • Write in paragraphs, expressing themselves in a range of contexts and are sensitive to the audience and purpose of the writing. • Use print and electronic resources, they draft, self-correct, access dictionaries and present written products. *All tasks from the Task Grid include opportunities to practice Communicating in a language other than English.* *Specific Tasks:* *• Remembering-Verbal/Linguistic: A-Z – Endangered Animals* *• Remembering-Mudic: Chant* *• Remembering-Intrapersonal: Poems* *• Remembering-Naturalist: Survival Techniques* *• Applying-Visual/Spatial: Signs* *• Applying-Interpersonal: Interview & Comic Strip*

		• Creating-Interpersonal: Interview *• Creating-Journal Writing: Journal Writing* **Intercultural knowledge and language awareness** • Demonstrate understanding of cultural differences in writing conventions for specific discourse forms by producing equivalent items in another language. • Demonstrate effective reflection on their language learning by sharing a learning strategy they use successfully, or by evaluating and improving a strategy they have tried. *All tasks from the Task Grid include opportunities to practice Intercultural knowledge and language awareness.*
	Mathematics	**Number** • Round numbers up and down to the nearest unit, ten, hundred, or thousands. • Use decimals, ratios and percentages. **Measurement, chance and data** • Present data in appropriate displays (for example, a pie chart). *Tasks –* *• Remembering-Logical/Mathematical: Pictorial Graph* *• Analysing-Verbal/Linguistic: Venn Diagram* *• Analysing-Logical/Mathematical: Tri-Venn Diagram* *• Evaluating-Naturalist: Compare Endangered and Extinct*
	Science	**Science knowledge and understanding** • Explain change in terms of cause and effect • Identify and explain the relationships that exist within and between food chains in the environment. • Explain how sustainable practices have been developed and/or are applied in your local environment. *Tasks –* *• Remembering-Naturalist: Survival Techniques* *• Understanding-Naturalist: Habitat Collage* *• Applying-Naturalist: Asian Village* *• Creating-Naturalist: 3D Model* *• Evaluating-Interpersonal: Reflection*

Interdisciplinary Learning	**Communication**	**Listening, viewing and responding** • Describe the purpose of a range of communication strategies, including non-verbal strategies, and evaluate their effectiveness for different audiences. *Tasks –* • *Evaluating-Visual/Spatial: Animal Feelings* • *Remembering-Kinesthetic: Charades* **Presenting** • Summarise and organise ideas and information, logically and clearly in a range of presentations. • Identify the features of an effective presentation and adapt elements of their own presentations to reflect them. • Use provided criteria, they evaluate the effectiveness of their own and others' presentations. *Tasks –* • *Applying-Verbal/Linguistic: "Don't Palm Us Off" TV Ad* • *Creating-Verbal/Linguistic: Advertising Campaign* • *Analysing-Interpersonal: Animal Interview*
	Design, Creativity and Technology	**Investigating and designing** • Contribute to the development of design briefs that include some limitations and specifications. • Individually and in teams, use a range of methods to research and collect data in response to design briefs. • Generate and communicate alternative design ideas in response to a design brief and use words, labeled sketches and models, to demonstrate that they are aware of environmental and social constraints. • Identify evaluation criteria from design briefs and use them to justify design choices. **Producing** • Use their production plan and select and work safely with a variety of materials/ingredients and systems components to produce functional products and/or systems. • Use a range of techniques to alter materials presentation methods, and operate tools and equipment competently and record their progress. **Analysing and evaluating** • Reflect on their designs as they develop them and use evaluation criteria, identified from design briefs, to justify their design choices. • Modify their designs/products/systems after considered evaluation of feedback from peers and teachers, and their own reflection. *Tasks –* • *Applying-Verbal/Linguistic: "Don't Palm Us Off" TV Ad* • *Applying-Interpersonal: Interview & Comic Strip* • *Creating-Verbal/Linguistic: Advertising Campaign* • *Creating-Logical/Mathematical: Conservation Group* • *Creating-Visual/Spatial: Zoo Architect* • *Creating-Music: Create a Music Video Clip*

| | **Information and Communication Technology-ICT** | **ICT for Visualising Thinking**
• Apply ICT tools and techniques to represent and explore processes, patterns and cause-and-effect relationships.
• Use ICT tools and techniques that support the organisation and analysis of concepts, issues and ideas and that allow relationships to be identified and inferences drawn from them.

ICT for Creating
• Safely and independently use a range of skills, procedures, equipment and functions to process different data types and produce accurate and suitably formatted products to suit different purposes and audiences.
• Use design tools to represent how solutions will be produced and the layout of information products.
• Apply conventions and techniques that improve the appearance of the finished product.
• Modify products on an ongoing basis in order to improve meaning and judge their products against agreed criteria.
• Create and maintain an up-to-date, logically structured bank of digital evidence of their learning.

ICT for Communicating
• Use email, websites and frequently asked question facilities to acquire from, or share information.
• Use recommended search engines, students refine their search strategies to locate information quickly.

Tasks –
• *Applying-Music: Audio Guessing Game*
• *Applying-Intrapersonal: Connection*
• *Analysing-Music: Music (Soundscape)*
• *Evaluating-Logical/Mathematical: Conservation Groups*
• *Evaluating-Music: Rainforest Soundscape*
• *Evaluating-Naturalist: Compare Endangered and Extinct*
• *Creating-Music: Create a Music Video Clip* |

	Thinking Processes	**Reasoning, processing and inquiry** • Develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth. • Distinguish between fact and opinion. • Use the information they collect to develop concepts, solve problems or inform decision making. They develop reasoned arguments using supporting evidence. **Creativity** • Use creative thinking strategies to generate imaginative solutions when solving problems. • Demonstrate creativity in their thinking in a range of contexts and test the possibilities of concrete and abstract ideas generated by themselves and others. **Reflection, evaluation and metacognition** • Use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness. • Articulate their thinking processes. • Document changes in their ideas and beliefs over time. *Tasks –* • *Understanding-Interpersonal: Rimba* • *Understanding-Recipe for Harmony* • *Applying-Logical/Mathematical: Orang hutan Mind Game* • *Analysing-Visual/Spatial: Austonesia* • *Analysing-Intrapersonal: Orang Hutan* • *Analysing-Naturalist: Survey* • *Evaluating-Verbal/Linguistic: 5 Most Important Things* • *Evaluating-Kinesthetic: Game* • *Evaluating-Intrapersonal: Letter* • *Evaluating-Naturalist: Compare Endangered & Extinct* *Also use various Thinking Tools e.g. De Bono's Thinking Hats to reflect on your progress through various tasks.*

LINK TO LINGKUNGAN KITA

Level 5 VELS

Strand	Domain	Dimension & Standards
Physical, Personal and Social Learning	**Interpersonal Development**	**Building social relationships** • Demonstrate respect for the individuality of others and empathise with others in local, national and global contexts, acknowledging the diversity of individuals. • Recognise and describe peer influence on their behavior. • Select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes. **Working in teams** • Accept responsibility as a team member and support other members to share information, explore the ideas of others, and work cooperatively to achieve a shared purpose within a realistic timeframe. • Reflect on individual and team outcomes and act to improve their own and the team's performance.
	Personal Learning	**The individual learner** • Monitor and describe their progress as learners, identifying their strengths and weaknesses and taking actions to address their weaknesses. • Identify a variety of learning habits and adopt those which assist their learning. • Identify, select and use an expanded repertoire of learning strategies appropriate to particular tasks. • Seek and respond feedback from peers, teachers and other adults and explain how their ideas have changed to develop and refine their content knowledge and understanding. • Demonstrate an awareness of different cultural and societal beliefs, values and practices, identifying and discussing the effect of ethical issues on learning and working with others. • With support, determine learning improvement goals, justifying their decisions and making appropriate modifications as necessary. • Consider both their own and others' needs when making decisions about suitable learning processes and the creation of positive learning environments within and outside the classroom.

Discipline-Based Learning (spanned)		**Managing personal learning** • Set realistic short-term and long-term learning goals within a variety of tasks and describe their progress towards achieving these. • Complete short, extended and group tasks within set timeframes, prioritising their available time, utilising appropriate resources and demonstrating motivation. • Initiate and undertake some tasks independently, within negotiated timeframes. • Review the effectiveness of the management of tasks, identifying successes and suggesting strategies that would improve outcomes. • Develop and use criteria to evaluate their work, and use these criteria to make appropriate refinements. • Demonstrate a positive and structured approach to learning, identifying and using effective strategies that assist with study, both at school and at home.
	Civics and Citizenship	**Community engagement** • Present a points of view on contemporary issues and events using appropriate supporting evidence. • Explain different perspectives on some contemporary issues and propose possible solutions to problems. • Use democratic processes when working in groups on class and community projects. • Participate in school and community events and participate in activities to contribute to environmental sustainability or action on other community issues.
Discipline-Based Learning	**The Arts**	**Creating and making** • Independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present arts works that represent and communicate ideas and purpose. • Experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles. • Generate and develop ideas that explore particular concepts, techniques and issues when making arts works. • Combine and manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks. • Maintain a record of the creating and making of their arts works and explain their decisions about how they present arts works for specific purposes and audiences. **Exploring and responding** • Compare, analyse, evaluate, and interpret the content, meaning and qualities in arts works created in different social, cultural and historical contexts. • They describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary arts works, including their own, are influenced by cultural and historical contexts.

	Geography	**Geographical knowledge and understanding** • Demonstrate knowledge and understanding of the characteristics of the regions of Australia and those surrounding it, including Asia. • They explain, using examples, how the interaction of physical processes and human activities create variations within the regions. • Students describe differences in culture, living conditions and outlook, including attitudes to environmental issues, in these regions. • Demonstrate understanding of environmental issues based on inquiry and propose ways of ensuring the sustainability of resources.
	History	**Historical knowledge and understanding** • Analyse and describe key events in ancient and medieval societies and describe aspects of daily life in these societies such as work, the division of labour, family, clothing, housing and education. • Explain key features of community life including myths and legends, religious beliefs and practices and cultural expressions such as art and drama. • Analyse change and continuity over time and compare key aspects of daily life, social and political ideas and structures, and cultural values and beliefs.
	Languages Other Than English – Indonesian (Pathway 1)	**Communicating in a language other than English** • Recall most of the main ideas, objects and details presented with a topic in the language and use a range of strategies to assist in listening comprehension. • Adapt language and gesture appropriately for the role, audience and purpose of the interaction, demonstrating awareness of the cultural and language requirements of a range of situations associated with the topics being studied. • Participate effectively in interactions such as role-plays and conversations on simple topics. • Create simple original text for specific audiences and purposes in print and electronic form and write paragraphs and linked sequences, using appropriate language related to the topic. • Critically review their own writing, after writing a draft and using a variety of writing techniques and tools to present information in a range of text types. • Locate and download information in the language from a variety of print and electronic resources including dictionaries and reference materials. • Read short passages silently and aloud to extract and/or communicate information. • Apply knowledge of a range of accent markers and punctuation in reading and writing familiar and unfamiliar texts. • Write linked sentences and paragraphs on a topic. **Intercultural knowledge and language awareness** • Demonstrate skills and knowledge in this dimension by the

		choices they make in formulating their response to, or use of, the language.
		• Actively participate in the creation and maintenance of the language and cultural ambience in the classroom.
		• Select, interpret and present knowledge about the language, its speakers, and country where it is spoken.
		• Demonstrate understanding of aspects of interpretation and translation by using appropriate language and levels of respect in different circumstances, thus reflecting the relationship between the speakers of the language.
		• Interact with a variety of speakers of the language from different countries and communities, including Australia, to gain understanding of diverse views and beliefs within and between these communities.
		• Express their own views and values in relation to simple scenarios or propositions.
	Mathematics	**Measurement, chance and data** • Interpret and use measurements in context. • Organise, tabulate and display discrete and continuous data (grouped and ungrouped) using technology for larger data sets. • Calculate summary statistics for measure and make simple inferences based on this data.
	Science	**Science knowledge and understanding** • Explain the relationships, past and present, in living and non-living systems, in particular ecosystems, and human impact on these systems. • Explain how the observed characteristics of living things are used to establish a classification system. • Analyse what is needed for living things to survive, thrive or adapt, now and in the future.
Interdisciplinary Learning	**Communication**	**Listening, viewing and responding** • Modify their verbal and non-verbal responses to suit particular audiences. • Interpret complex information and evaluate the effectiveness of its presentation. • Consider their own and other's points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations. **Presenting** • Use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation forms to meet the needs of the context, purpose and audience. • Provide and use constructive feedback and reflection to develop effective communication skills.

| | Design, Creativity and Technology | **Investigating and designing**
• Use various strategies and sources of information to investigate and research a range of factors relevant to more sophisticated design briefs to which they have contributed.
• Clarify their understanding of design briefs to which they have contributed, clarify their understanding of design brief requirements and their deisgn ideas of gathering, responding to and providing feedback to others.
• Develop evaluation criteria from the design brief to inform their judgements during the design process.
• Use a variety of drawing and modeling techniques to visualize design ideas and concepts.
• Demonstrate understanding of design elements and principles and use appropriate technical language.
• Understand and logically sequence major stages of production, and calculate and list materials/ingredients and quantities needed for production.
• Record and communicate their ideas using a variety of media that includes information and communications technology equipment, techniques and procedures.

Producing
• Work safely with a range of tools and equipment, including some which are complex, and manage materials/ingredients, components and processes to produce products and sytems, taking full account of the appropriateness of their properties, characteristics or expected outputs in meeting requirements od=f design briefs.
• Make modifications during production, providing a sound explanation for changes that demonstrates reflection, research, responsiveness to feedback, and use of evaluation criteria.

Analysing and evaluating
• Select appropriate equipment and techniques to safely test and evaluate the performance of their products/systems.
• Suggest modifications to improve their products/systems in light of evaluation of their performance, function and appearance.
• Recommend improvements to the performance, function and appearance of others' product/systems. They describe and analyse the social and environmental impacts of their own and others' designs, products and technological systems. |

	Information and Communication Technology-ICT	**ICT for Visualising Thinking** • Select and apply ICT tools and editing functions that support the filtering, classifying, representing, describing and organizing of concepts, issues and ideas. • Retrieve and modify successful approaches to visualizing thinking for use in new situations and explain what features of the new situations influenced their decisions to use particular ICT tools and techniques. • Use a range of data types, including sound and still and moving images, to record the decisions made and actions taken when developing new understanding and problem solving. • Evaluate the strengths and weaknesses of their decisions and actions in the given situations. **ICT for Creating** • When creating information products, students prepare designs that identify the structure and layout of the products, the evaluation criteria, and the plans for managing collaborative projects. • Independently apply a range of processing skills, functions and equipment to solve problems and create products which contain minimal functional, typographical, formatting and readability errors. • During the processing stage of collaborative work, students monitor project plans and record reasons for adjusting them. • Apply criteria to evaluate the extent to which their information products meet user needs and comply with intellectual property laws. • Use ICT in a safe, efficient and effective manner. • Keep their bank of digital evidence up-to-date, and ensure it is easy to navigate, complies with ICT presentation conventions and demonstrates a diversity of ICT skills and knowledge. **ICT for Communicating** • Select the most appropriate search engines to locate information on websites, use complex search strategies to refine their searches and judge the integrity of the located information based on its credibility, accuracy, reliability and comprehensiveness. • Share their ideas through their blog, website or other public forums, which are correctly formatted, comply with ICT conventions and demonstrate an awareness of the characteristics that contribute to products meeting their purpose.

	Thinking Processes	**Reasoning, processing and inquiry** • Use a range of questions types, and locate and select relevant information from varied sources when undertaking when undertaking investigations. • Use a range of appropriate strategies of reasoning and analysis to evaluate evidence and consider their own and others' points of view. • Use a range of discipline-based methodologies. • Complete activities focusing on problem solving and decision making which involve an increasing number of variables and solutions. **Creativity** • Apply creative thinking strategies to explore possibilities and generate multiple options, problem definitions and solutions. • Demonstrate creativity, in the ways they engage with and explore ideas in a range of contexts. **Reflection, evaluation and metacognition** • Explain the purpose of a range of thinking tools and use them in appropriate contexts. • Use specific language to describe their thinking and reflect on their thinking processes during their investigations. • Modify and evaluate their thinking strategies. • Describe and explain changes that may occur in their ideas and beliefs over time.

LINK TO LINGKUNGAN KITA

Level 6 VELS

Strand	Domain	Dimension & Standards
Physical, Personal and Social Learning	**Interpersonal Development**	**Building social relationships** • Demonstrate awareness of complex social conventions, behaving appropriately when interacting with others. • Describe how local and global values and beliefs determine their own and others' social relationships, identify potential conflict and employ strategies to avoid and/or resolve it. **Working in teams** • Work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams. • Working with the strength of the team they achieve agreed goals within set timeframes. • Describe how they respect and build on the ideas and opinions of team members and clearly articulate or record their reflections on the effectiveness of learning in a team. • Develop and implement strategies for improving their contributions to achieving the team goals.
	Personal Learning	**The individual learner** • Work independently to implement a range of strategies, as appropriate, to maximize their learning. • Monitor and reflect on and discuss their progress as autonomous learners, identifying areas for improvement in their learning and implementing actions to address them. • Seek and respond to feedback from peers, teachers and other adults to develop and refine their content knowledge and understanding, identifying areas for further investigation. • Evaluate the effectiveness of their learning strategies, study techniques and learning habits, and make appropriate modifications. • Identify their interests, strengths and weaknesses and use these to determine future learning needs, especially in relation to post-compulsory pathways. • Identify the ethical frameworks that underpin their own and others' beliefs and values and describe how the conflicts and dilemmas they identify may affect learning. • Determine, monitor and modify learning improvement goals, taking into account current and future learning needs. • Determine the factors that contribute to the creation of positive learning environments and establish, follow and monitor protocols for a variety of learning situations.

Discipline-Based Learning		**Managing personal learning** • Initiate personal short-term and long-term learning goals and negotiate appropriate courses of action to achieve them. • Allocate appropriate time and identify and utilise appropriate resources to manage competing priorities and complete tasks, including learner-directed projects, within set timeframes. • Initiate and negotiate a range of independent activities with their teachers, providing progress and summative reports for teachers and stakeholders. • Monitor and evaluate the effectiveness of their task and resource management skills, reflecting on their progress and suggesting and implementing appropriate management strategies for improvement. • Review and modify the criteria they use to check that their work is relevant, accurate and meets task objectives and make appropriate changes to completed tasks using these criteria. They identify and refine the strategies they use to study, organise and revise their work, both at school and at home.
	Civics and Citizenship	**Community engagement** • Draw on a range of resources, including the mass media to articulate and defend their own opinions about political, social and environmental issues in national and global contexts. • Develop an action plan which demonstrates their knowledge of a social or environmental issue and suggest strategies to raise community awareness of it. • Participate in a range of citizenship activities including those with a national or global perspective, at school and in the local community.
	The Arts	**Creating and making** • Apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style. • Evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices. • Realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities. • Independently and collaboratively, they apply their knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures. • Vary the content, structure and form of their arts works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes. • Effectively use a range of traditional and contemporary media, materials, equipment and technologies. • Maintain a record of how ideas develop in the creating, making and presenting of their arts works.

		Exploring and responding • Observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working. • Analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists and made in particular times and cultural contexts. • Describe and discuss ways that their own and others' arts works communicate and challenge ideas and meaning. • Comment on the impact of arts works, forms and practices on other arts works and society in general.
	Geography	**Geographical knowledge and understanding** • Explain the operation of a major natural system and its interaction with human activities and evaluate the consequences of the interaction and develop a policy to address an issue related to it. • Describe global patterns of development from a range of perspectives and identify and describe the factors that determine these patterns. • Analyse development issues and formulate and evaluate comprehensive policies, including those for sustainable use and management of resources, to alter development patterns at a range of scales. They use evidence based on their inquiries and geographical language and concepts.
	History	**Historical knowledge and understanding** • Compare different perspectives about a significant event and make links between historical and contemporary issues. • Demonstrate understanding of key ideologies and explain their influences on people's lives, national events and international relations and explain why significant social and cultural movements have developed and evaluate their influence on societies.
	Languages Other Than English – Indonesian (Pathway 1)	**Communicating in a language other than English** • Identify relevant information and ideas from spoken texts. • Spontaneously participate in interactions related to a specific topic, and employ insights from previous language learning in oral interactions. • Effectively discriminate and use pronunciations, tone, intonations and metre. • Initiate and maintain interactions to give and receive information and impressions. • Reproduce the main features of grammar in the language, and identify differences between English and other languages. • Identify ways in which intentions and ideas are expressed differently in different languages. • Communicate information in translation and interpretation activities, demonstrating careful consideration of the needs of the listener or reader, and sensitivity to cultural similarity and differences in meaning and intent. • Identify characteristics in the individual style of writers of the language in relation to the audiences and purposes for a particular text.

		• Read texts and effectively extract main ideas and detailed information for use in new contexts. • Express themselves through extended writing in the language in print and electronic form, and recognise and use the conventions of a range of text types. **Intercultural knowledge and language awareness** • Demonstrate skills and knowledge in this dimension by the choices they make in formulating their response to, or use of, the language. • Demonstrate an awareness of the extent and limitations of the language through creation of realistic applications of knowledge and skills in a range of situations. • Demonstrate knowledge of the effect of word order and context on meaning. • Through accurate and context-sensitive language use, demonstrate understanding of cultural influences on the ways people behave and use language and use illustrative examples in the language to explain the differences and similarities between languages. • Demonstrate understanding of language as a complex system through strategies such as reflection, drafting, questioning linguistic relationships, observing and hypothesising. • Contribute to discussions about the general concept of culture, and the relationships between cultures, including the effects of migration and travel, by presenting illustrative examples. • Recognise nuances in meaning and demonstrate an awareness of the dynamic nature of language through the language and mannerisms they use in interactions in a range of cultural settings. • Demonstrate an understanding of variations in cultural perspectives between speakers of the language in different settings, by effectively interacting with members of the language community in Australia. • Describe some of the present personal values and opinions, and compare them with previously held views.
	Mathematics	**Measurement, chance and data** • Estimate probabilities based on data (experiments, surveys, samples, simulations) and assign and justify subjective probabilities in familiar situations.
	Science	**Science knowledge and understanding** • Identify and classify the sources of wastes generated, and describe their management, within the community and in industry, and use a specific example to explain the sustainable management of a resource. • Demonstrate the link between natural selection and evolution.

Interdisciplinary Learning	**Communication**	**Listening, viewing and responding** • Identify the ways in which complex messages are effectively conveyed and apply this knowledge to their communication. • When listening, viewing and responding, they consider alternative views, recognize multiple possible interpretations and respond with insight. • Use complex verbal and non-verbal cues, subject-specific language, and a wide range of communication forms. • Use pertinent questions to explore, clarify and elaborate complex meaning. **Presenting** • Demonstrate their understanding of the relationship between form, content and mode, and select suitable resources and technologies to effectively communicate. • Use subject-specific language and conventions in accordance with the purpose of their presentation to communicate complex information. • Provide constructive feedback to others and use feedback and reflection in order to inform their future presentations.
	Design, Creativity and Technology	**Investigating and designing** • Undertake research relevant to the design brief and locate and use relevant information to help their design thinking and identify the needs of a variety of client/user groups. • When designing, they generate a range of alternative possibilities, use appropriate technical language, and justify their preferred option, explaining how it provides a solution to the problem, need or opportunity. • Make critical decisions on materials/ingredients, system components and techniques based on their understanding of the properties and characteristics of materials/ingredients and/or of the relationship between inputs, processes and outputs. • Effectively use information and communications technology equipment, techniques and procedures to support the development of their design and planning. • Identify a range of criteria for evaluating their products and/or technological systems, and plan a realistic and logical sequence of the production stages, incorporating time, cost and resources needed for production. **Producing** • Work safely with a range of production processes accurately, consistently, safely and responsibly. • tools and equipment, including some which are complex, and manage materials/ingredients, components and processes to produce products and sytems, taking full account of the appropriateness of their properties, characteristics or expected outputs in meeting requirements od=f design briefs. • Make modifications during production, providing a sound explanation for changes that demonstrates reflection, research, responsiveness to feedback, and use of evaluation criteria.

		Analysing and evaluating
		• Use evaluation criteria they have previously developed, and critically analyse processes, materials/ingredients, systems components and equipment used, and make appropriate suggestions for changes to these that would lead to an improved outcome.
		• Relate their findings to the purpose for which the product and/or system was designed and the appropriate and ethical use of resources.
		• Synthesise data, analyse trends and draw conclusions about the social, cultural, legal and environmental impacts of their own and others' designs and the products/systems, and evaluate innovative new technology in the manufacturing industry.
	Information and Communication Technology-ICT	**ICT for Visualising Thinking**
		• Use a range of ICT tools and data types to visualise their thinking strategies when solving problems and developing new understanding.
		• Efficient and effective in their use of appropriate ICT tools and editing techniques for assisting in visualising thinking. When solving problems, students discriminate between such tools and strategies based on their suitability for problem solving in new situations.
		ICT for Creating
		• Appraise different strategies for organising and managing resources involved in problem solving and creating information products.
		• Use ICT to devise detailed plans that sequence tasks to be done, resources needed, and timelines for completion. They annotate their plans to explain changes made during the project.
		• Individually, and as team members, apply a range of techniques, equipment and procedures that minimise the cost, effort and time of processing ICT solutions and maximise the accuracy, clarity and completeness of the information.
		• Products demonstrate a clear sense of purpose and respect for the audience and apply processing practices that take into account their legal obligations and ethical considerations.
		• Compare their own solutions with others and justify suggestions to improve quality.
		ICT for Communicating
		• Exchange ideas and considered opinions with others through online forums and websites.
		• Apply techniques to locate more precise information from websites, including searching general and specialized directories.
		• Use accepted protocols to communicate regularly online with peers, experts, and others, expressing their messages in language appropriate to the selected form of communication, and demonstrating respect for cultural differences.

	Thinking Processes	**Reasoning, processing and inquiry** • Generate questions that explore perspectives. • Process and synthesise complex information and complete activities focusing on problem solving and decision making which involve a wide range and complexity of variables and solutions. • Employ appropriate methodologies for creating and verifying knowledge in different disciplines. • Make informed decisions based on their analysis of various perspectives and, sometimes contradictory information. **Creativity** • Experiment with innovative possibilities within the parameters of a task and take calculated risks when defining tasks and generating solutions. • Apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex ideas. **Reflection, evaluation and metacognition** • When reviewing information and refining ideas and beliefs, students explain conscious changes that may occur in their own and others' thinking and analyse alternative perspectives and perceptions. • Use specific terms to discuss their thinking, select and use thinking processes and tools appropriate to particular tasks, and evaluate their effectiveness.