VICTORIAN ESSENTIAL LEARNING STANDARDS

Below are links to information about each of the subjects on the Victorian reports for this semester.

HEALTH AND PHYSICAL EDUCATION

Movement and physical activity

The *Movement and physical activity* dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness. It promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. It develops students' confidence in using movement skills and strategies to increase their motivation to become active as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue. It builds understanding of how training and exercise in areas such as strength, flexibility and endurance relate to physical performance.

Health knowledge and promotion

The *Health knowledge and promotion* dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. Students examine the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products. They examine the factors that influence food selection and the role of nutrition on health growth and development.

PERSONAL LEARNING

The individual learner

The individual learner dimension focuses on students developing knowledge about their personal characteristics and capabilities, and those they need to develop to support their approaches to and reflections about learning. Students explore and practise skills and behaviours that support learning. They develop the capacity to monitor their own learning, identifying learning strengths and areas requiring improvement. They seek and use teacher feedback to develop their content knowledge and understanding. They explore the ways in which personal values affect learning and recognise the need to develop ethical frameworks for operating fairly within the classroom and recognising and respecting individual differences of class members. Students recognise their learning preferences and needs and

respect that these may differ from those of others. They develop confidence in making informed decisions about their learning.

Managing personal learning

The *Managing personal learning* dimension focuses on the knowledge, skills and behaviours required to enable successful management of personal learning. Students develop skills in goal setting and time and resource management and focus on task achievement. They increasingly develop the skills to work independently, becoming autonomous learners. Students develop strategies to manage their emotions and develop positive attitudes towards learning.

CIVICS AND CITIZENSHIP

Civic knowledge and understanding

The *Civic knowledge and understanding* dimension focuses on the principles and practices that underpin civic institutions and civic life in communities and societies. Students explore concepts of democracy and the key features of Australian and other democracies. They develop knowledge and understanding of the origins and key features of the Australian political, government and legal systems. They develop understanding of the origins, uniqueness and diversity of Australia's multicultural society. They learn about the principles and values which underpin Australian democracy, such as equality before the law, freedom of speech, democratic representation, accountability of government, social justice and respect for others. They explore the elements of sustainability in local, national and global contexts. They learn about the contribution democracy has made to Australia's history and national identity and Australia's place in the world.

Community engagement

The *Community engagement* dimension focuses on the development of skills and behaviours students need to interact with the community and to engage with organisations and groups. Students participate in processes associated with citizenship such as decision making, voting and leadership, using their knowledge of rules and laws of governance, and concepts such as human rights and social justice. They think critically about their own values, rights and responsibilities and those of organisations and groups across a range of settings, and explore the diversity in society.
Students explore and consider different perspectives and articulate and justify their own opinions on local, national and global issues. They refine their own opinions, values and allegiances. They apply their knowledge and skills in a range of community-based activities.

THE ARTS

Creating and making

The *Creating and making* dimension focuses on ideas, skills, techniques, processes, performances and presentations. It includes engagement in concepts that emerge from a range of starting points and stimuli. Students explore experiences, ideas, feelings and understandings through making, interpreting, performing, creating and presenting. Creating and making arts works involves imagination and experimentation; planning; the application of arts elements, principles and/or conventions; skills, techniques and processes; media, materials, equipment and technologies; reflection; and refinement. Individually and collaboratively, students explore their own works and works by other artists working in different historic and cultural contexts.

Exploring and responding

The *Exploring and responding* dimension focuses on context, interpreting and responding, criticism and aesthetics. It involves students analysing and developing understanding about their own and other

people's work and expressing personal and informed judgments of arts works. Involvement in evaluating meaning, ideas and/or content in finished products is integral to engagement in the Arts. Exploration of, and response to, expressive qualities of arts works is informed by critical analysis of the use of elements, content and techniques and discussion about the nature, content, and formal, aesthetic and/or kinaesthetic qualities of arts works. Exploring the qualities of arts works involves use of arts language and also draws on research into the purposes and functions for which the works are created and audiences to whom they are presented. This involves students developing an understanding of social, cultural, political, economic and historic contexts and constructs, and developing a consideration of ways that arts works reflect, construct, reinforce and challenge personal, societal and cultural values and beliefs.

ENGLISH

Reading
The *Reading* dimension involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts such as novels, short stories, poetry and plays as well as popular fiction and non-fiction works, newspapers and magazines, illustrations, posters and charts, film and television and the texts associated with information and communications technology. Reading involves active engagement with texts and the development of knowledge about the relationship between them and the contexts in which they are created. It also involves the development of knowledge about a range of strategies for reading.

Writing
The *Writing* dimension involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts including writing for print and electronic media and performance. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas, issues, arguments, events, experience, character, emotion and information and to reflect on such ideas. It involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a metalanguage to discuss language conventions and use.

Speaking and listening
This dimension refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. It also involves the development of active-listening strategies and an understanding of the conventions of different spoken texts including everyday communication, group discussion, formal presentations and speeches, storytelling and negotiating.

LOTE – LEVEL 4

Communicating in a language other than English
In the *Communicating in a language other than English* dimension, students learn the knowledge, skills and behaviours relevant to the specific language being studied. The skills of this dimension include listening, speaking, reading, viewing, writing, and the use of body language, visual cues and signs. The application of these skills requires knowledge of linguistic elements, including vocabulary and grammar. This dimension requires familiarity with a wide variety of texts and genres in print and electronic form.

Intercultural knowledge and language awareness

Communication skills in a language other than English foster intercultural knowledge and awareness of language as a system. The *Intercultural knowledge and language awareness* dimension develops students' knowledge of the connections between language and culture, and how culture is embedded throughout the communication system. Progress through this dimension is demonstrated through performance in the language being studied. The understandings are universal and are gained by comparing languages, including English.

Students gain an awareness of the influence of culture in the learner's own life and first language. Different languages and language communities organise social relations and information in different ways and values differ from one community to another. Through cultural self-awareness, the ability to rationally discuss and compare cultural differences is developed. This dimension involves developing curiosity about and openness to a variety of values and practices, as well as acquiring in-depth knowledge of the diverse cultural traditions of the source societies.

THE HUMANITIES – LEVEL 3

Humanities, knowledge and understanding

The *Humanities knowledge and understanding* dimension focuses on key humanities knowledge and concepts. Students learn about their immediate and local community and environment and are introduced to the history and geography of their country and the diversity of culture and environment. Through structured activities they learn the concepts of time – chronology and sequencing, change and continuity – and spatial concepts of location, distance, scale and distribution.

Humanities skills

The *Humanities skills* dimension focuses on the development of basic inquiry skills including observation, the collection of various types of evidence, asking and answering questions about evidence and presenting information in a variety of ways.

THE HUMANITIES – LEVEL 4

Economics
Economic, knowledge and understanding

The *Economic knowledge and understanding* dimension focuses on economic concepts, principles, methods and models. Students learn how their needs and wants are met and understand their roles as producers, workers and consumers and recognise the impact of market forces. They learn that economic decisions are about the allocation of resources in producing goods and services and about the distribution of the proceeds of production and that these decisions have local, national and global consequences. They explore the importance and the role of enterprise and entrepreneurship in the production process and in the construction, development and prosperity of an economic system. Students learn how to manage their personal finances and how to be informed consumers. They explore the world of work in order to develop the ability to make informed decisions about their future education and training needs, and employment.

Students investigate factors affecting the Australian and international economies and the role of government in establishing conditions for economic activity and they develop the ability to use economic knowledge and understanding to evaluate economic decisions and policies.

Economic reasoning and interpretation

The *Economic reasoning and interpretation* dimension covers the nature of economic thinking. Students learn to use and practise rational, objective decision making by applying economic reasoning, including the fundamental economic concepts of opportunity cost and cost-benefit analysis, to solve problems which assist them in understanding the economy, society and environment. They develop an ability to identify, collect and process data from a range of sources, including electronic media, and to

interpret tables, charts and graphs displaying economic data. They learn to clarify and justify personal values and attitudes about issues affecting the economy, society and environment. They develop an understanding of the strengths and limitations of economic reasoning and its relationship to other sources of decision making.

Geography
Geographical knowledge and understanding
The *Geographical knowledge and understanding* dimension covers the patterns and interactions of physical and human phenomena on the surface of the Earth and the processes that created them. It focuses on spatial concepts: location, distance, distribution, location, movement, region, scale, spatial change over time, spatial association, spatial interaction and scale. These concepts underpin the kinds of questions geographers ask and help students to organise the vast amount of information and ideas that geography uses to understand the regularities, intricacies and uncertainties of occurrences on the Earth's surface.

Students learn to ask a series of geographical questions and follow an inquiry-based approach incorporating identification, observation, description, analysis, explanation, synthesis and evaluation. This extends their understanding and provides students with a well-researched, informed spatial perspective to apply to local and global issues, including sustainable use and management of the world's resources.

Geospatial skills
In the *Geospatial skills* dimension students read and interpret maps of different kinds and at different scales, including street directories, atlas maps, ordnance survey maps and topographic maps. Students identify and collect information from maps, plans, photographs, satellite images, statistical data, and information and communications technology based resources; and record and represent data in different types of maps, graphs, tables, sketches, diagrams and photographs. Students develop skills in gathering information first-hand from fieldwork studies. They make observations, take field measurements, conduct surveys and interviews, map and record phenomena in a range of settings.

MATHEMATICS

Number
The *Number* dimension focuses on developing students' understanding of counting, magnitude and order. The natural (counting) numbers with zero extend to positive and negative signed whole numbers (integers) and through part-whole relations and proportions of whole numbers to the rational numbers (fractions and finite decimals or infinite recurring decimals).

Proportions of lengths involving sides and/or diagonals of right-angled triangles and rectangles and arcs of a circle lead to the introduction of certain irrational real numbers such as the square root of 2, the golden ratio *phi* and fractions or multiples of *pi*.

Principal operations for computation with number include various algorithms for addition (aggregation), subtraction (disaggregation) and the related operations of multiplication, division and exponentiation carried out mentally, by hand using written algorithms, and using calculators, spreadsheets or other numeric processors for calculation

Space
The *Space* dimension focuses on developing students' understanding of shape and location. These are connected through forms of representation of two- and three-dimensional objects and the ways in which the shapes of these objects and their ideal representations can be moved or combined through transformations. Students learn about key spatial concepts including continuity, edge, surface, region, boundary, connectedness, symmetry, invariance, congruence and similarity.

Principal operations for computation with space include identification and representation, construction and transformation by hand using drawing instruments, and also by using dynamic geometry technology.

Measurement, chance and data

The *Measurement, chance and data* dimension focuses on developing students' understanding of unit, measure and error, chance and likelihood and inference. Measure is based on the notion of unit (*informal*, *formal* and *standard*) and relates number and natural language to measuring characteristics or attributes of objects and/or events. Various technologies are used to measure, and all measurement involves error.

Students learn important common measures relating to money, length, mass, time and temperature, and probability – the measure of the chance or likelihood of an event. Other measures include area, volume and capacity, weight, angle, and derived rates such as density, concentration and speed.

Principal operations for computation with measurement include the use of formulas for evaluating measures, the use of technology such as dataloggers for direct and indirect measurement and related technologies for the subsequent analysis of data, and estimation of measures using comparison with prior knowledge and experience, and spatial and numerical manipulations.

Structure

The *Structure* dimension focuses on developing students' understanding of set, logic, function and algebra. It is fundamental to the concise and precise nature of mathematics and the generality of its results. Key elements of mathematical structure found in each of the dimensions of Mathematics are membership, operation, closure, identity, inverse, and the commutative, associative and distributive properties as well as other notions such as recursion and periodic behaviour.

While each of these can be considered in its own right, it is in their natural combination as applied to elements of number, space, function, algebra and logic with their characteristic operations that they give rise to the mathematical systems and structures that are embodied in each of these dimensions. Principal operations for computation with structure include mental, by hand and technology-assisted calculation and symbolic manipulation by calculators, spreadsheets or computer algebra systems, with sets, logic, functions and algebra.

Working mathematically

Working mathematically focuses on developing students' sense of mathematical inquiry: problem posing and problem solving, modelling and investigation. It involves students in the application of principled reasoning in mathematics, in natural and symbolic language, through the mathematical processes of conjecture, formulation, solution and communication; and also engages them in the aesthetic aspects of mathematics.

In this dimension the nature, purpose and scope of individual work is connected to that of the broader mathematical community, and the historical heritage of mathematics through the discourse of working mathematically. Mental, by hand and technology-assisted methods provide complementary approaches to working mathematically.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

ICT for visualising thinking

In the *ICT for visualising thinking* dimension students use ICT tools to assist their thinking processes and reflect on the thinking strategies they use to develop understanding.

ICT provides a rich and flexible learner-centred environment in which students can experiment and take risks when developing new understanding. Its extensive capabilities allow students, by visually coding and representing their thinking, to clarify thoughts, and to identify patterns and form relationships between new and existing knowledge.

ICT tools that facilitate visual thinking are ones that allow ideas and information in all areas of the curriculum to be easily and quickly drafted, filtered, reorganised, refined and systematically assessed in order to make meaning for students.

Students use linguistic and non-linguistic representations, such as graphic organisers, ICT-generated simulations and models and ICT-controlled models to help structure their thinking processes and assist in constructing knowledge.

Using ICT, students record their decisions and actions when solving problems and clarifying thoughts. They monitor the changes in their thinking and evaluate their own and others' thinking strategies. Students review these records to assess their suitability for new situations.

ICT for creating

The *ICT for creating* dimension focuses on students using ICT tools for creating solutions to problems and for creating information products. Through the selection and application of appropriate equipment, techniques and procedures, students learn to:

- process data and information to create solutions to problems and information products that demonstrate their knowledge and understandings of the concepts, issues, relationships and processes related to all areas of the curriculum

- manage their files to secure their contents and enable efficient retrieval

- plan and monitor the progress of extended tasks.

Students learn to use ICT efficiently to capture, validate and manipulate data for required purposes. In order to improve the appearance and functionality of information products and solutions, they apply commonly accepted conventions. They examine the ethical and legal implications of using ICT in a range of settings such as the home, school and the workplace. Students evaluate the usefulness of ICT for solving different types of problems and reflect on the effectiveness of their own use of ICT.

ICT for communicating

The *ICT for communicating* dimension focuses on students using ICT to:

- present ideas and understandings to audiences

- communicate with known and unknown audiences

- support knowledge-building among teams.

Students use ICT to support oral presentations to live local audiences and to present ideas and understandings to unknown, remote audiences. They use ICT to communicate with others, both known and unknown, with the purpose of seeking and discussing alternative views, acquiring expert opinions, sharing knowledge and expressing ideas. Students also locate information from a range of online and multimedia resources to support their own learning.
ICT supports knowledge-building among teams and enables team members to collaborate, enquire, interact and integrate prior knowledge with new understanding.
Protocols for receiving, transferring and publishing ideas and information are needed to promote communication that respects intended audiences.

COMMUNICATION

Listening, viewing and responding

Effective communication demands that students develop the ability to listen, view and respond to communication forms with respect to content and context. The *Listening, viewing and responding* dimension focuses on developing student understanding of communication conventions, strategies to assist them to make meaning of communication forms and the ability to deconstruct and respond to a diversity of forms. This involves developing familiarity with forms, language and conventions used in different contexts across the curriculum.

Presenting

The ability to present information and learning in a coherent and appropriate manner is critical for all learners. The *Presenting* dimension involves students gaining the knowledge, skills and behaviours to understand context, purpose and audience; select and use appropriate structure and organisation to convey meaning; and reflect on the style and content of the presentations they make.