

THINKING PROCESSES

Reasoning, processing and inquiry – Concepts and skills chart

This chart identifies and, in some cases, elaborates the key concepts and skills in the standards.

Key concepts and skills	Levels 1 and 2	Level 3	Level 4	Level 5	Level 6
Questioning/ Methodology of inquiry	Standards do not apply at Levels 1 and 2. The Level 1 learning focus – http://vels.vcaa.vic.edu.au/essential/personal/learning/level1.html#focus	Use their own, teacher or peer questions when seeking information.	Develop their own questions as a guide for investigation.	Use a range of question types, including more complex questions, when undertaking investigations. Use a range of discipline-based methodologies (strategies, skills, techniques, procedures relevant to a discipline) when undertaking investigations.	Generate questions that allow exploration of issues from multiple perspectives. Employ appropriate methodologies for creating and verifying knowledge in different disciplines.
Managing information	and Level 2 learning focus – http://vels.vcaa.vic.edu.au/essential/personal/learning/level2.html#focus statements suggests appropriate learning experiences from which teachers can plan relevant teaching and learning activities that support students to develop the concepts and skills.	Collect information from a range of sources – including observations and findings from their own investigations. Question the validity of sources when appropriate. Apply thinking strategies and tools, which might be suggested by teachers, to organise information and concepts in a variety of contexts, such as understanding of events, texts and issues.	Collect relevant information from a range of sources, both primary and secondary, to begin investigations. Distinguish between fact and opinion. Make judgments about the worth of information. Use the information they collect to develop concepts, by applying thinking strategies and tools.	Locate and select relevant information from varied sources including quantitative and qualitative. Identify and synthesise relevant information and consider its validity. Select relevant information and use appropriate thinking/reasoning strategies and tools when analysing evidence.	Discriminate in the way they use a variety of sources. Process and synthesise complex information, using appropriate thinking strategies and tools.
Problem solving		Use thinking strategies to organise their approach to problem solving activities.	Use information they collect to solve problems.	Complete activities focusing on problem solving which involve an increasing number of variables and solutions.	Complete activities focusing on problem solving which involve a wide range and complexity of variables and solutions.
Decision making	Levels 1 and 2 advice identifies how key concepts and skills can be developed.	Provide reasons for their conclusions.	Use information they collect to inform decision making. Develop reasoned arguments using supporting evidence.	Complete activities focusing on decision making which involves an increasing number of variables and solutions. Consider their own and others' points of view when evaluating evidence.	Complete activities focusing on decision making which involves a wide range and complexity of variables and solutions. Make decisions informed by: <ul style="list-style-type: none"> • their analysis of various perspectives • analysis of sometimes contradictory information.

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Creativity – Concepts and skills chart

This chart identifies and, in some cases, elaborates the key concepts and skills in the standards.

Key concepts and skills	Levels 1 and 2	Level 3	Level 4	Level 5	Level 6
Generating ideas	Standards do not apply at Levels 1 and 2.	Apply creative (speculative) ideas in practical ways.	Use creative (speculative) thinking strategies in a range of contexts.	Apply creative thinking strategies to explore possibilities in a range of contexts.	Experiment with innovative possibilities within the parameters of a task.
Generating solutions	The Level 1 learning focus – http://vels.vcaa.vic.edu.au/essential/personal/learning/level1.html#focus	Use open-ended questioning and integrate available information to explore ideas, experimenting with a range of creative solutions.	Generate imaginative solutions when solving problems by working with both concrete and abstract ideas, (their own and those of others).	Generate multiple options, problem definitions and solutions.	Take calculated risks when defining tasks and generating solutions to increasingly complex tasks.
Testing and exploring ideas	and Level 2 learning focus – http://vels.vcaa.vic.edu.au/essential/personal/learning/level2.html#focus statements suggests appropriate learning experiences from which teachers can plan relevant teaching and learning activities that support students to develop the concepts and skills. Levels 1 and 2 advice identifies how key concepts and skills can be developed.	Test the possibilities of ideas they generate.	Test the possibilities of concrete and abstract ideas (or processes) generated by themselves and others including the unfamiliar.	Demonstrate creativity in the ways they engage with and explore ideas.	Apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex ideas.

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Reflection, evaluation and metacognition – Concepts and skills chart

This chart identifies and, in some cases, elaborates the key concepts and skills in the standards.

Key concepts and skills	Levels 1 and 2	Level 3	Level 4	Level 5	Level 6
Using the language of thinking	Standards do not apply at Levels 1 and 2.	Use appropriate language to explain their thinking.	Articulate their thinking processes, by using appropriate language.	Use specific language to describe their thinking.	Use specific terms to discuss their thinking.
Evaluating effectiveness	The Level 1 learning focus – http://vels.vcaa.vic.edu.au/essential/personal/learning/level1.html#focus and Level 2 learning focus – http://vels.vcaa.vic.edu.au/essential/personal/learning/level2.html#focus	Identify strategies to organise their ideas. Identify and provide reasons for their point of view.	Use a broad range of thinking processes and tools and reflect on and evaluate their effectiveness.	Explain the purpose of a range of thinking tools and use them in appropriate contexts. Modify and evaluate their thinking strategies.	Explain the different methodologies used by different disciplines to create and verify knowledge. Select and use thinking processes and tools appropriate to particular tasks and evaluate effectiveness for particular tasks.
Examining change	http://vels.vcaa.vic.edu.au/essential/personal/learning/level2.html#focus statements suggests appropriate learning experiences from which teachers can plan relevant teaching and learning activities that support students to develop the concepts and skills. Levels 1 and 2 advice identifies how key concepts and skills can be developed.	Justify changes in their thinking.	Document changes in their ideas and beliefs over time, demonstrating understanding.	Describe and explain changes that may occur in their ideas and beliefs over time. Use specific language to reflect on the thinking processes used during their investigations.	Explain conscious changes that may occur in their own and others' thinking when reviewing information and refining ideas and beliefs. Analyse alternative perspectives and perceptions.

