

Asia in the VELS chart

The following chart outlines the key areas of the VELS which support studies of Asia and includes the domains of Interpersonal Development, Civics and Citizenship, History, Geography and Economics.

Level	Strand	Domain	Learning focus	Standard
1	Discipline-based Learning	The Humanities	Through reading and listening to narratives, including personal stories, and participating in celebrations students begin to learn about the cultures and histories that have contributed to Australian society...	Standards are introduced at Level 3
2	Physical, Personal and Social Learning	Civics and Citizenship	(Students) begin to appreciate the similarities and differences between individuals and groups, including the language, cultural and religious groups which make up the Australian nation.	Standards are introduced at Level 3
2	Discipline-based Learning	The Humanities	(Students) begin to grasp the role and importance of the various cultural groups that make up the Australian community, including Aboriginal and Torres Strait Islander communities.	Standards are introduced at Level 3
3	Physical, Personal and Social Learning	Civics and Citizenship	(Students) learn about the contributions that people from diverse groups have made to many aspects of the Australian way of life. This includes contributions to the arts, industry, medicine and science, as well as to other aspects of their life including food, festivals and sporting events.	<i>Civic knowledge and understanding</i> (S)tudents demonstrate understanding of the contribution of people from the many culturally diverse groups that make up the Australian community.

3	Discipline- based Learning	The Humanities	(Students) examine the histories of the cultural groups represented in their classroom, community and nation.	<i>Humanities knowledge and understanding</i> (S)tudents describe and sequence some ... key aspects of the histories of cultural groups that make up their class, community and nation.
4	Physical, Personal and Social Learning	Civics and Citizenship	(Students) consider the experiences of diverse cultural groups ... and their contributions to Australian identity. They consider the values important in a multicultural society such as respect and tolerance.	<i>Civic knowledge and understanding</i> (Students) explain the concept of multiculturalism and describe the contribution of various cultural groups ... to Australian identity.
4	Physical, Personal and Social Learning	Interpersonal Development	Students participate in a range of classroom activities where they explore the similarities and differences in the values and beliefs of a range of individuals and groups. They begin to reflect on what this may mean for themselves when building and maintaining relationships with a diverse range of people. They explore and discuss behaviours which demonstrate sensitivity to cultural differences in their interactions with others.	<i>Building social relationships</i> At Level 4, students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups.
4	Discipline- based Learning	History	Students develop an understanding of the histories of the cultural groups which have contributed to the Australian identity. This could include some history of source countries for Australian immigration such as Italy, Greece, Poland, Sudan, Ireland, Chile or Vietnam. They explore the concepts of nation, culture and identity in both Australian and regional contexts, and	<i>Historical knowledge and understanding</i> (Students) demonstrate an understanding of the histories of some cultural groups which make up Australia today. Students demonstrate an understanding of key aspects of an Asian country or countries within the Australian region.

			<p>learn that identity is complex, multifaceted and evolving.</p> <p>Students apply their understanding of culture by investigating the history of an Asian country or countries in the Australian region such as Indonesia, East Timor, India, China and Japan. They consider how other societies are organised, how they express their beliefs and make meaning of their world. They investigate significant people and events in that country's recent history and learn about daily life, religious traditions, customs and governance. They learn about links between other countries and Australia, develop ideas about Eastern and Western traditions, and about the values that are important to other societies and their own.</p>	<p>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.</p>
4	Discipline-based Learning	Economics	<p>(Students) learn about the processes of consumption, production and distribution in meeting needs and wants, and the role of consumers, workers and producers in the economy.</p>	<p><i>Economic knowledge and understanding</i> Students describe ... their own roles as producers and consumers of goods and services. They explain the need to be an informed consumer.</p>
5	Physical, Personal and Social Learning	Interpersonal Development	<p>(Students) develop positive relationships through understanding and respecting others. They participate in activities which enable them to identify the differing values and beliefs held by individuals in local, national and global contexts, and reflect on the impact</p>	<p><i>Building social relationships</i> At Level 5, students demonstrate respect for the individuality of others and empathise with others in local, national and global contexts, acknowledging the diversity of individuals.</p>

			these may have on relationships.	
5	Discipline- based Learning	History	<p>(Students) develop knowledge and understanding about ancient and medieval societies and their role in providing the foundations of modern society ...</p> <p>Ancient societies could include civilisations of China, Rome, Greece and Egypt. Medieval societies could include those from England, Europe, Asia or an Islamic society.</p> <p>Students explore key concepts of democracy, governance, the rule of law, justice, religion, liberty, authority, leadership, culture and feudalism. Students begin to use a variety of sources that record the features of these past societies. They investigate daily life, the role and work of various groups, the division of labour between men and women, education, rituals and family. They explore the values and beliefs of societies through their religions, myths and legends, and their social and political structures. Students examine the ways the culture was expressed through art, music, literature, drama, festivals and education. They learn about key events, significant individuals, and the influence of trade and contact with other cultures.</p>	<p><i>Historical knowledge and understanding</i></p> <p>(S)tudents analyse and describe key events in ancient and medieval societies. They use a variety of sources to describe key aspects of these societies. They describe aspects of daily life in these societies such as work, the division of labour, family, clothing, housing and education. They explain key features of community life including myths and legends, religious beliefs and practices and cultural expressions such as art and drama. They analyse the ways that ancient and medieval societies were governed, identify political features and explain the nature of the political system, the dominant groups and how they established and maintained power. They describe the roles of key individuals and evaluate their contributions and legacies.</p>

5	Discipline- based Learning	Geography	<p>(Students) ... use a variety of geographic tools and skills, together with an inquiry-based approach, to investigate the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica. They explore how and why, over time, human and physical interactions produce changes to the characteristics of regions, for example, settlement patterns and agricultural and urban land use ...</p> <p>Students become aware of contrasts within the regions of Australia and those surrounding it from their investigation of a number of smaller regions such as South-East Asia, the South Pacific nations and Papua New Guinea. They develop an appreciation of differences in the culture, living conditions and outlooks of people ... in these areas.</p>	<p><i>Geographical knowledge and understanding</i> (S)tudents demonstrate knowledge and understanding of the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica. They explain, using examples, how the interaction of physical processes and human activities create variations within the regions. They use evidence and appropriate geographical language to explain contrasts within smaller regions surrounding Australia. Students describe differences in culture, living conditions and outlook, including attitudes to environmental issues, in these regions.</p>
5	Discipline- based Learning	Economics	<p>Students begin to identify markets in which they participate, and how the interaction of buyers and sellers influences prices ... They consider the nature of current and future work opportunities and factors that influence such opportunities.</p>	<p><i>Economic knowledge and understanding</i> (Students) explain key factors that influence the Australian economy, including the quantity and quality of factors involved in production, resource use, ownership and management, and types of businesses... They describe factors that affect choice of employment and opportunities for current and future work ...</p>
6	Physical, Personal and Social	Civics and Citizenship	<p>Students explore Australia's multicultural society. They learn about</p>	<p><i>Civic knowledge and understanding</i> (Students) explain the development of a</p>

	Learning		<p>the past and present policies of government in relation to ... immigration, and the values and beliefs which support a harmonious multicultural society. They explore the concept of Australian identity and the contributions of various cultural groups. They link their understanding of multiculturalism to contemporary issues, such as the global refugee problem and population growth.</p>	<p>multicultural society and the values necessary to sustain it.</p>
6	Physical, Personal and Social Learning	Interpersonal development	<p>(Students) develop their knowledge of local and global values and beliefs and consider the idea of values as social constructs and principles. They explore barriers to achieving positive relationships, especially between groups with differing values and beliefs, and discuss the importance of empathy. They explore strategies that they and others could use to overcome these barriers, and practise using such strategies and reflecting on their effectiveness.</p> <p>They learn to consider feelings and behaviour in a broader context that is influenced by social conventions and cultures. They understand individual and group behaviour in the context of motivating factors ... They develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts. They learn to recognise when conflict ... is likely to</p>	<p>Building social relationships (S)tudents demonstrate awareness of complex social conventions, behaving appropriately when interacting with others. They describe how local and global values and beliefs determine their own and others' social relationships.</p>

			occur, and learn to be proactive in initiating strategies to avoid and/or resolve it.	
6	Discipline- based Learning	Geography	<p>Students investigate the characteristics of development that occur across the globe. They use an inquiry-based approach to explore how combinations of various physical and human factors interact to produce observable and sometimes predictable patterns at local, regional and global scales. Students examine global patterns of development, ... and evaluating the relevance of such classifications ...</p> <p>Students research at least two development topics and the impact of globalisation in creating and reducing differences in development levels, for example, through technology transfers, resource use, and indebtedness. Examples of development topics include: poverty; the links between food, hunger and technology; and the social and economic consequences of development in creating rapidly growing cities, mega cities, informal settlements and rural depopulation.</p>	<p><i>Geographical knowledge and understanding</i> Students describe global patterns of development from a range of perspectives and identify and describe the factors that determine these patterns. They 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.</p>
6	Discipline- based Learning	History	<p>Students also learn about key events, ideologies and social and cultural movements that have shaped the contemporary world. They consider the impact of war on people and countries in the twentieth and twenty-first centuries. They learn about the</p>	<p><i>Historical knowledge and understanding</i> Students analyse the impact of some key wars and conflicts in the twentieth and twenty-first centuries. These could include the world wars, revolutions, the Cold War and post Cold War conflicts.</p>

			<p>increasingly global interconnections in the twentieth century, international organisations such as the United Nations, and challenges to global security. Key events could include the Russian and Chinese revolutions; the world wars; the Cold War and Cold War conflicts such as the Korean and Vietnam wars....</p>	<p>They explain aspects of increasing global interconnections in the twentieth and twenty-first centuries. They demonstrate understanding of key ideologies and explain their influence on people's lives, national events and international relations.</p>
6	Discipline- based Learning	Economics	<p>(Students) develop their understanding of how the Australian economy is managed, particularly within the international economic context. They analyse how macroeconomic and microeconomic policies and programs advanced by governments and other institutions affect them and their fellow citizens. They examine the role of exchange, trade and globalisation in influencing Australia's standard of living.</p>	<p><i>Economics knowledge and understanding</i> (S)tudents describe how markets, government policies, enterprise and innovation affect the economy, society and environment in terms of employment, economic growth, the use of resources, exports and imports, and ecological sustainability ...</p> <p>They analyse the role and significance of exchange, trade and globalisation in influencing Australia's standard of living.</p>