

VICTORIAN ESSENTIAL LEARNING STANDARDS (VELS)

LEARNING FOCUS STATEMENTS

The Right Move – Geography of Logistics & Supply Chains addresses learning focus statements from all three strands. These include:

1. Physical, Personal and Social Learning - Level 5

- Work in teacher and student selected teams to complete short and long-term tasks.
- Recognise differing capabilities and acknowledge the advantage using a variety of learning and thinking styles.
- Build knowledge cooperatively to achieve a shared purpose.
- Reflect on the contribution students have made and how it can be improved.
- Consider how team effectiveness can be improved.
- Set realistic short-term and long-term learning goals and describe students' progress towards achieving these.
- Develop students' skills in learning with, and from, their peers.
- Begin to take responsibility for the development and maintenance of a positive learning environment.

2. Discipline-Based Learning

(a) Geography - Level 5

- Investigate the characteristics of the regions of Australia and those surrounding it.
- Identify patterns of distribution, and occurrence of major physical features and their interrelationship with human activities such as farming, fishing, manufacturing and settlement.
- Investigate environmental issues.
- Collect and process data and present a summary of results using a range of techniques.

(b) Civics And Citizenship - Level 5

- Examine Australian export and import trade.
- Explore government responsibility to protect Australian public health and environment.
- Explore communication between countries and services to comply with procedures to protect the environment.

3. Interdisciplinary Learning

(a) Thinking Processes - Level 5

- Use a range of appropriate strategies of reasoning and analysis to evaluate evidence and consider students' own, and others', points of view.
- Participate in challenging tasks that stimulate, encourage and support the development of students' thinking.
- Recognise the complexity of many of the ideas and concepts being explored, and use a range of thinking strategies to develop connections.
- Focus on tasks that require creative thinking for understanding, synthesis and decision making.

(b) Communication - Level 5

- Expand students' knowledge of specialised language used across the curriculum to communicate specific meanings and gain practice in using specific forms of communication.
- Develop a range of strategies for listening attentively and extracting meaning from communications.
- Respond to a wide variety of aural, written and visual media.
- Share the meaning students have constructed with others and discuss any differences.
- Continue to challenge assumptions, use questions to clarify understanding, and justify individual interpretations while acknowledging that others may have different interpretations.
- Present information, ideas and opinions.
- Focus on identifying the key messages to communicate and structure ideas logically and coherently.
- Experiment with a range of presentation forms and seek feedback as to the effectiveness of their communication.

ASSESSMENT

The Right Move - Geography of Logistics & Supply Chains can be used to assess a range of Victorian Essential Learning Standards. This table shows how this unit might be used to address some Level 5 standards.

	DIMENSION	ELEMENT STANDARD	ASSESSMENT CRITERIA	EVIDENCE ACTIVITY
PHYSICAL, PERSONAL AND SOCIAL LEARNING				
INTERPERSONAL DEVELOPMENT	Working in teams	<ul style="list-style-type: none"> Accept responsibility as a team member; Support other members to share information; Explore the ideas of others; Work cooperatively to achieve a shared purpose within a realistic timeframe; and Reflect on individual and team outcomes and act to improve performance. 	<p>Ability to contribute to group work positively.</p> <p>Ability to give and take constructive feedback.</p>	<p>Teacher observations and records on student participation in teams.</p> <p>Activity involving group work: 2a, 2b, 4b, 5a, 5b, 8a, 8b, 9.</p>
	Managing personal learning	<ul style="list-style-type: none"> Reflect and record how personal goal is developing throughout the unit. 	<p>Ability to identify known facts, generate questions and evaluate learning.</p>	<p>Student completion analysis and evaluation: 1a, 1b.</p>
PERSONAL LEARNING	The individual learner	<ul style="list-style-type: none"> Seek and respond to feedback from peers; and Consider both their own and others' needs when making decisions. 	<p>Ability to contribute to group work positively.</p> <p>Ability to give and take constructive feedback.</p>	<p>Teacher observations and records on student participation and self evaluation of team work.</p> <p>Activity involving group work: 4b, 5a, 5b 8a, 8b, 9.</p>
DISCIPLINE BASED LEARNING				
GEOGRAPHY	Geographical knowledge and understanding	<ul style="list-style-type: none"> Demonstrate knowledge an understanding of the characteristics of the regions of Australia; Explain, using examples, how the interaction of physical processes and human activities create variations within the regions; and Demonstrate understanding of environmental issues. 	<p>Research, select and present information about Australian trade and industry.</p>	<p>Research, presentation and teacher observations of student contribution.</p> <p>Activities involving relevant research and presentation: 3b, 5a, 5b, 6, 7, 8a, 9.</p>
	Geographical skills	<ul style="list-style-type: none"> Collect geographical information from electronic and print media; Analyse, evaluate and present information using a range of techniques; 		<p>Research, presentation and teacher observations of student contribution.</p> <p>Activities involving relevant research and presentation: 3a, 3b, 5a, 5b, 6, 7, 8a, 9</p>

ASSESSMENT

	DIMENSION	ELEMENT STANDARD	ASSESSMENT CRITERIA	EVIDENCE ACTIVITY
CIVICS AND CITIZENSHIP	Geographical skills (continued)	<ul style="list-style-type: none"> Examine Australian export and import trade; Explore government responsibility to protect Australian public health and environment; and Explore communication between countries and services to comply with procedures to protect the environment. 	Ability to show and describe global connections and related responsibilities.	<p>Teacher observations and records on student participation in teams.</p> <p>Activities involving group work: 2a, 2b, 4b, 5a, 5b, 8a, 8b, 9.</p>
INTERDISCIPLINARY LEARNING				
COMMUNICATION	Listening, viewing and responding	<ul style="list-style-type: none"> Use specialised language; and Consider their own and others' points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations. 	<p>Use subject specific vocabulary.</p> <p>Give constructive feedback supported by evidence or argument. Work collaboratively.</p>	<p>Teacher observations and records on student participation and evaluation within group presentations and class discussions.</p> <p>Activities involving research and presentation: 2a, 2b, 4a, 4b, 5a, 5b, 7, 8a, 9.</p>
	Presenting	<ul style="list-style-type: none"> Use communication conventions, forms and language appropriate to the subject to convey a clear message; and Provide and use constructive feedback and reflection to develop effective communication skills. 	<p>Present information clearly and coherently. Use subject specific vocabulary.</p> <p>Give constructive feedback supported by evidence or argument.</p>	<p>Teacher observations and records on student participation and selfevaluation of team work.</p> <p>Activities involving group work: 4b, 5a, 5b 8a, 8b, 9.</p>
THINKING PROCESS	Reasoning, processing and inquiry	<ul style="list-style-type: none"> Use of analysis to evaluate, locate and select relevant information from varied sources when undertaking investigations; and Complete activities focusing on problem solving and decision making. 	Ability to select relevant information and justify feedback with evidence.	<p>Research and presentations. Teacher observation and recording of problem solving.</p> <p>Activities involving investigation, presentation and problem solving: 4b, 5a, 5b, 7, 8a, 9.</p>
	Creativity	<ul style="list-style-type: none"> Collect geographical information from electronic and print media; and Analyse, evaluate and present it using a range of forms. 	Contribute positively to group tasks. Select and present information creatively.	<p>Teacher observations. Oral and written presentation of ideas.</p> <p>Activities involving written and oral presentation and problem solving: 2a, 2b, 4a, 4b, 5a, 5b, 7, 8a, 9.</p>