

COVERAGE OF VELS — LEVEL 5

Monumental Humanities is a comprehensive new resource designed to cover the new Victorian Essential Learning Standards. Together with *Monumental Humanities 2*, this text provides full coverage of the Level 5 Humanities standards.

The following page references in this grid are touch points that will assist teachers in identifying where the various components of the VELS standards in Humanities and Civics and Citizenship have been covered. This is not a list of every instance of the standards, as many are interwoven within and across chapters. For example, in History, while some references to key events have been included, events are essentially woven into every section of the chapter rather than having their own distinct section.

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VELS icons used in this book

- | | | |
|--|---|------------------------------|
| CC Civics and citizenship | HPE Health and physical education | PL Personal learning |
| Com Communication | Hist History | S Science |
| DCI Design, creativity and technology | H Humanities | A The arts |
| Eco Economics | ICT Information and communication technology | In Thinking processes |
| E English | ID Interpersonal development | |
| G Geography | M Mathematics | |

STRAND: DISCIPLINE- BASED LEARNING

Domain	Dimension		<i>Monumental Humanities 1</i> page reference
History	Historical knowledge and understanding	Analyse and describe key events in ancient societies using a variety of sources to describe key aspects of these societies.	3, 7, 11, 23, 28, 30, 38, 45–8, 52, 54, 61, 63, 70–3, 77, 82, 84, 86, 93, 96, 98, 101, 105, 108, 110, 112, 116, 127, 132, 134–6, 150
		Describe aspects of daily life in these societies such as work, the division of labour, family, clothing, housing and education.	5–9, 36–9, 64–7, 95–9, 129–33
		Explain key features of community life including myths and legends, religious beliefs and practices and cultural expressions such as art and drama.	19–20, 44, 48, 74, 80, 112, 115, 140, 144
		Analyse the ways that ancient societies were governed. Identify political features and explain the nature of the political system, the dominant groups and how they established and maintained power.	10, 52, 70, 100, 135, 279, 280
		Describe the roles of key individuals and evaluate their contributions and legacies.	11, 14–16, 42–3, 51, 69, 84, 105, 109–10, 136–7
		Analyse change and continuity over time and compare key aspects of past and present societies; for example, aspects of	31, 57, 89, 123, 152

STRAND: DISCIPLINE- BASED LEARNING			
Domain	Dimension	Monumental Humanities 1 page reference	
		<p>daily life, social and political ideas and structures, and cultural values and beliefs</p> <p>Demonstrate understanding of key concepts such as democracy, governance, the rule of law, justice, religion, liberty, authority, leadership, culture and feudalism.</p> <p>Explain the influences of ancient societies on contemporary societies.</p>	<p>12, 44, 74, 112, 140, 279–80</p> <p>25, 50, 86, 119, 147, 279–86</p>
	Historical reasoning and interpretation	<p>Frame key research questions, plan their investigations, and report on their findings.</p> <p>Use a range of primary and secondary sources including visual sources that record features of the societies in their investigations</p> <p>Identify the content, origin, purpose and context of historical sources.</p> <p>Evaluate historical sources for meaning, point of view, values and attitudes, and identify some of the strengths and limitations of historical documents.</p> <p>Use relevant historical evidence, concepts and historical conventions such as bibliographies to present a point of view.</p> <p>Use a variety of forms to present their understanding.</p>	<p>32, 58, 90, 124, 153</p> <p>6, 11, 23–4, 38, 43, 45, 47, 48, 52, 63, 70–2, 77, 82, 96, 98, 101, 116, 132, 134, 136, 150</p> <p>6, 11, 23–4, 38, 43, 45, 47–8, 52, 63, 70–2, 77, 82, 96, 98, 101, 116, 132, 134, 136, 150</p> <p>6, 11, 23–4, 31, 38, 47, 57, 70, 72, 89, 98, 123, 132, 152</p> <p>31–2, 57–8, 89–90, 123–4, 152–3</p> <p>32, 58, 90, 124, 153</p>
Geography	Geographical knowledge and understanding	<p>Demonstrate knowledge and understanding of the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica</p> <p>Explain, using examples, how the interaction of physical processes and human activities create variations within the regions.</p> <p>Use evidence and appropriate geographical language to explain contrasts within smaller regions surrounding Australia.</p> <p>Demonstrate understanding of environmental issues based on inquiry</p> <p>Propose ways of ensuring sustainability of resources</p>	<p>182–96</p> <p>189–215</p> <p>196, 202</p> <p>212–16, 234</p> <p>212–16</p>
	Geospatial skills	<p>Collect geographical information from media</p> <p>Apply and present data using a range of forms such as satellite images and maps</p> <p>Construct overlay theme maps using map conventions of scale, legend and direction</p> <p>Identify and gather geographical information from fieldwork</p> <p>Organise, process and communication information using a range of forms</p> <p>Recognise that parts of the Earth’s surface can be represented in various ways, at different scales and from different perspectives</p>	<p>174–6</p> <p>173, 227–30</p> <p>173</p> <p>222–34</p> <p>178</p> <p>158–72</p>

STRAND: DISCIPLINE- BASED LEARNING

Domain	Dimension		<i>Monumental Humanities 1</i> page reference
Economics	Economic knowledge	Explain the nature of the economic problem and how economic choices involve trade-offs that have both immediate and future consequences.	251, 258
		They 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.	242, 258, 261
		Students make informed economic and consumer decisions, demonstrating the development of personal financial literacy.	240, 245–50
		Describe factors that affect choice of employment and opportunities for current and future work.	267
		Explain the relationship between education, training and work opportunities.	267
		Identify and describe ways the government influences economic outcomes at the personal, local and national level.	268–70
	Economic reasoning and interpretation	Use the inquiry process to plan economics investigations, analyse and interpret data, and form conclusions supported by evidence.	253, 271–2
		Form and express opinions on economic issues that interest and/or impact on them personally, or locally and/or nationally	260–1, 266
		Analyse how social values or attitudes are conveyed	242–5, 264–5
		Compare the presentation of information and ideas in different texts	272
	Identify cause and effect in informative texts.	254	

STRAND: PHYSICAL, PERSONAL AND SOCIAL LEARNING

Domain	Dimension		<i>Monumental Humanities 1</i> page reference
Civics and Citizenship	Civic knowledge and understanding	Explain the origins and features of representative government and identify significant developments in the governance and achievement of political rights in Australia.	279–85
		Explain key features of Australian Government including the responsibilities of the levels of government, the houses of parliament, political parties and the ways that citizens are represented, using some contemporary examples in their explanations.	285–89
		Describe the purposes of laws and the processes of creating and changing them.	277
		Identify and question the features and values of Australia's political and legal systems	289–91
		Identify and discuss the qualities of leadership through historical and contemporary examples.	281, 282, 293
		Community engagement	Present points of view on contemporary issues and events using appropriate supporting evidence.
	Explain the different perspectives on some contemporary issues and propose possible solutions to problems		261–2, 266, 292
	Use democratic processes when working in groups on class and community projects.		281, 282
	Participate in school and community events and participate in activities to contribute to environmental sustainability or action on other community issues.		215, 233, 262, 293–4

COVERAGE OF VELS

Monumental Humanities 2 is a comprehensive new resource designed to cover the Victorian Essential Learning Standards. Together with *Monumental Humanities 1*, this text provides full coverage of the Level 5 Humanities standards.

The page references in the grids below are touch points that will assist teachers to identify where the various components of the VELS standards in Humanities and Civics and Citizenship have been covered. This is not a list of every instance of the standards, as many are interwoven within and across chapters. For example, in History, while some references to key events have been included, events are essentially woven into every section of the chapter rather than having their own distinct section.

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VELS icons used in this book

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STRAND: DISCIPLINE-BASED LEARNING

Domain	Dimension		<i>Monumental Humanities 2</i> page reference
History	Historical knowledge and understanding	Analyse and describe key events in medieval societies using a variety of sources to describe key aspects of these societies.	3, 9, 16, 17, 20, 21, 28, 35, 38, 44, 47–9, 50, 54, 58–9, 65, 70–1, 75–7, 80, 87, 93, 94, 97, 99, 101
		Describe aspects of daily life in these societies such as work, the division of labour, family, clothing, housing and education.	4–8, 36–9, 67–70, 96
		Explain key features of community life including myths and legends, religious beliefs and practices and cultural expressions such as art and drama.	19, 24, 51, 54, 79, 82
		Analyse the ways that 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.	9, 41, 72
		Describe the roles of key individuals and evaluate their contributions and legacies.	21, 26, 44, 47, 50, 72, 76, 94, 96, 99, 101–2
		Analyse change and continuity over time and compare key aspects of past and present societies; for example, aspects of daily life, social and political ideas and structures, and cultural values and beliefs	31, 61, 89, 97

STRAND: DISCIPLINE-BASED LEARNING

Domain	Dimension		<i>Monumental Humanities 2</i> page reference
		Demonstrate understanding of key concepts such as democracy, governance, the rule of law, justice, religion, liberty, authority, leadership, culture and feudalism.	19, 51, 79, 94
		Explain the influences of medieval societies on contemporary societies.	27, 56, 85, 104
		Investigate the Age of Exploration	92–105
	Historical reasoning and interpretation	Frame key research questions, plan their investigations, and report on their findings.	32, 62, 90, 104
		Use a range of primary and secondary sources including visual sources that record features of the societies in their investigations	9, 17, 20, 28, 44, 48–9, 54, 59, 70–1, 80, 97
Identify the content, origin, purpose and context of historical sources.		9, 20, 28, 44, 48–9, 54, 59, 70–1, 80, 97	
Evaluate historical sources for meaning, point of view, values and attitudes, and identify some of the strengths and limitations of historical documents.		9, 31, 44, 61, 80, 89, 104	
	Use relevant historical evidence, concepts and historical conventions such as bibliographies to present a point of view.	31–2, 61–2, 89–90, 104	
	Use a variety of forms to present their understanding.	32, 62, 90	
Geography	Geographical knowledge and understanding	Demonstrate knowledge and understanding of the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica	106–10, 112–13, 115–17, 120, 132–45, 149–50, 153–7, 161–3, 167, 170–5, 177–81, 183, 186
		Explain, using examples, how the interaction of physical processes and human activities create variations within the regions.	108–10, 112–13, 115–17, 126–8, 130–1, 136–51, 153–9, 161–3, 166–7, 170–2, 174–5, 180–3, 185–7
		Use evidence and appropriate geographical language to explain contrasts within smaller regions surrounding Australia.	109–13, 127–8, 136–41, 144–5, 149, 153–65, 172–4, 182–7
		Describe differences in culture, living conditions and outlook, including attitudes to environmental issues, in these regions.	112–3, 115–17, 120, 122–8, 136–45, 155–7, 164–5, 167, 177–82, 187–8
		Demonstrate understanding of environmental issues based on inquiry	115, 123, 129–31, 149–53, 155–7, 160, 163, 165–7, 175, 179–80, 182–3, 187–8, 190
	Geospatial skills	Propose ways of ensuring sustainability of resources	119, 122–31, 140–5, 164–5, 182–3, 187–8
		Collect geographical information from media	112, 115, 120, 123, 130–1, 134–5, 138, 140, 142, 144–5, 147, 149, 151, 153, 155–7, 160, 163, 166–7, 175, 179, 183, 187–9
		Apply and present data using a range of forms such as satellite images and maps	111, 114–16, 119, 121, 123, 129–31, 134–8, 140, 142–5, 147, 149, 151–3, 155–7, 160, 163, 166–7, 173, 176, 180, 182–3, 187–90
		Construct overlay theme maps using map conventions of scale, legend and direction	121, 136, 149, 151, 157, 173, 187
		Identify and gather geographical information from fieldwork	115, 129, 134, 137, 145, 147, 160, 182–3, 190
Organise, process and communication information using a range of forms	108, 111, 191–21, 123, 129–30, 134, 136–8, 140, 143, 145, 147, 149, 151–3, 155–7, 160, 163, 165–7, 173, 175–6, 179–80, 182–3, 187–90		
Recognise that parts of the Earth's surface can be represented in various ways, at different scales and from different perspectives	106–8, 111–12, 114–16, 121, 128, 134–8, 142–4, 146–7, 149, 151–3, 155–7, 160, 165–7, 173, 175, 190		

STRAND: DISCIPLINE-BASED LEARNING

Domain	Dimension		<i>Monumental Humanities 2</i> page reference
Economics	Economic knowledge	<p>Explain the nature of the economic problem and how economic choices involve trade-offs that have both immediate and future consequences.</p> <p>They 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.</p> <p>Students make informed economic and consumer decisions, demonstrating the development of personal financial literacy.</p> <p>Describe factors that affect choice of employment and opportunities for current and future work.</p> <p>Explain the relationship between education, training and work opportunities.</p> <p>Identify and describe ways the government influences economic outcomes at the personal, local and national level.</p>	<p>194–5, 203–7, 207, 223–5</p> <p>129, 196–9, 200–02, 207–10, 226–9</p> <p>210–12, 213–14, 218–19, 229–36</p> <p>219, 222–5, 227–8, 238</p> <p>218–23</p> <p>197, 208–10</p>
	Economic reasoning and interpretation	<p>Use the inquiry process to plan economics investigations, analyse and interpret data, and form conclusions supported by evidence.</p> <p>Form and express opinions on economic issues that interest and/or impact on them personally, or locally and/or nationally</p> <p>Analyse how social values or attitudes are conveyed</p> <p>Compare the presentation of information and ideas in different texts</p> <p>Identify cause and effect in informative texts.</p>	<p>195, 202, 222, 235</p> <p>210, 224–5, 235</p> <p>202–06, 250–1, 255–6</p> <p>214, 227, 232</p> <p>202, 214, 236</p>

STRAND: PHYSICAL, PERSONAL AND SOCIAL LEARNING

Domain	Dimension		<i>Monumental Humanities 2</i> page reference
Civics and Citizenship	Civic knowledge and understanding	<p>Explain the origins and features of representative government and identify significant developments in the governance and achievement of political rights in Australia.</p> <p>Explain key features of Australian Government including the responsibilities of the levels of government, the houses of parliament, political parties and the ways that citizens are represented, using some contemporary examples in their explanations.</p> <p>Describe the purposes of laws and the processes of creating and changing them.</p> <p>Identify and question the features and values of Australia's political and legal systems</p> <p>Identify and discuss the qualities of leadership through historical and contemporary examples.</p>	<p>242–5, 266</p> <p>207–9, 245–51, 255–9</p> <p>252, 254–5, 256–62</p> <p>247–50, 255–8, 262–4</p> <p>257–8, 266</p>
	Community engagement	<p>Present points of view on contemporary issues and events using appropriate supporting evidence.</p> <p>Explain the different perspectives on some contemporary issues and propose possible solutions to problems</p> <p>Use democratic processes when working in groups on class and community projects.</p> <p>Participate in school and community events and participate in activities to contribute to environmental sustainability or action on other community issues.</p>	<p>195, 247, 260, 264, 266</p> <p>195, 256, 266, 210</p> <p>225, 245</p> <p>250–1, 256, 266</p>

COVERAGE OF VELS

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Com Communication	Hist History	S Science
DCT Design, creativity and technology	H Humanities	A The arts
Eco Economics	ICT Information and communication technology	Th Thinking processes
E English	ID Interpersonal development	
G Geography	M Mathematics	

STRAND: DISCIPLINE-BASED LEARNING			
Domain	Dimension		<i>Monumental Humanities 3</i> page reference
History	Historical knowledge and understanding	understanding of the contribution of significant events to the social, political and cultural development of a nation; for example, the impact of gold rushes or Federation	3–5, 9, 10, 12, 14, 15, 22, 25, 26, 31, 38, 40, 42, 43, 52, 53, 55, 65, 67, 73, 74, 76, 84–6, 100, 102–4, 113
		understanding of concepts and key terms such as ‘settlement’, ‘colonisation’ and ‘federation’	5, 8–10, 12, 50–2
		analysis of particular changes over time; for example, changes in civil and political rights for groups of Australians	15, 24, 40–2, 55, 56
		identification of links between past and present	15, 32, 41, 42, 52, 54, 86
		comparison and analysis of different perspectives on significant national events; for example, the First World War and the conscription debate, the Day of Mourning, and war in Vietnam	15, 16, 18, 34, 40, 46, 69, 77–8, 89, 96, 104
		explanation of key historical concepts and terms such as ‘racism’, ‘suffrage’ and ‘conscription’	24, 25, 27, 42, 55, 56, 75
		understanding of the significance of changes over time through an evaluation of their influence on the present; for example, technology, communication and science	15, 20, 29, 32, 40, 44, 56, 58, 65, 76, 85, 107–8, 110, 113

STRAND: DISCIPLINE-BASED LEARNING

Domain	Dimension		<i>Monumental Humanities 3</i> page reference	
History		analysis of the links between historical and contemporary issues	11, 13, 15, 22, 24, 28, 38, 41, 55, 76, 87, 111	
		evaluation of the impact of conflicts and revolutions on nations and on people; for example, the Cold War or the Russian Revolution	4, 15, 28, 40, 55, 65, 72, 74, 79	
		analysis of ideologies such as fascism, communism, capitalism, feminism, environmentalism, globalisation	5, 42, 86, 111	
		evaluation of the national and global significance of particular changes; for example, the end of the Cold War	12, 22, 28, 41, 55, 65, 72, 74, 86, 101	
		evaluation of aspects of global interconnections in the twentieth and twenty-first centuries; for example, the development of the United Nations and its peace-keeping missions	91, 101, 112, 113	
	Historical reasoning and interpretation		development of research questions and planning of inquiries and use of a wide range of print and online resources to research events	18, 24, 28, 34, 38, 51
			synthesis of written evidence to support arguments and conclusions	6, 15, 26, 46, 51
			selection and evaluation of a range of primary and secondary sources for reliability and completeness	15, 25, 26, 52, 66, 92
			use of relevant concepts, evidence to support opinions, and accurate bibliographic conventions in presentations of understandings	15, 38, 43, 51
			research inquiries which use a range of resources, including those which analyse contemporary issues related to particular inquiry questions	13, 38, 61, 69
		critical analysis of sources for objectivity and bias	5, 15, 25, 26, 35, 43, 52	
		synthesis of written and visual evidence to support arguments and conclusions	5, 24, 43, 55, 57, 66	
		selection of an appropriate presentation form for the results of an inquiry, using relevant concepts, a wide range of evidence and accurate historical language and conventions	18, 35, 46, 100	
		research inquiries which use a range of resources, including those which show differing interpretations of events and issues	5, 40, 104	
		recognition of multiple perspectives on events	7, 15, 16, 35, 40, 46	
	evaluation of evidence which supports different interpretations of events	7, 15, 24, 26, 35, 40, 46		
	in presentations of viewpoints on historical issues, analysis of competing interpretations, use of accurate historical language and conventions, and a variety of ways of presenting information	7, 8, 18, 35, 40, 46, 51, 115		

STRAND: DISCIPLINE-BASED LEARNING

Domain	Dimension		<i>Monumental Humanities 3</i> page reference
Geography	Geographical knowledge and understanding	identification of local and global issues arising from the interaction of natural processes and human activities	123, 127, 128, 139, 155–8
		identification and comparison of development issues from around the world and ways to measure differences; for example, the relationship between socioeconomic status and life expectancy	193, 194, 197, 199, 201
		research and reporting of the outcome of the interaction of natural processes and human activities; for example, desertification, land degradation or beach loss	118, 123, 125, 158
		explanation of a range of influences on a development issue; for example, social, historical, environmental, economic and political factors that influence food shortages in different areas	188, 189, 191, 192
		explanation of community responses to the interaction of human activities and natural processes; for example, land management, beach replenishment, revegetation or urbanisation	159–61
		explanation of a development policy and its implications for sustainability; for example, water conservation, tourism, foreign aid	170, 180, 205, 208
	Geospatial skills	identification of information and patterns from a range of geographic data, with incorporation of spatial concepts in descriptions and explanations	122, 123, 177, 178, 190
		collection, collation, presentation and interpretation of fieldwork data to explain a geographic situation	125, 178, 192
		interpretation of a range of geographic data, with incorporation of spatial concepts in evaluations and proposals	125, 126, 192
		use of geographic language and conventions, and the provision of well-supported explanations for findings of geographic fieldwork	153, 181, 192
		interpretation of a variety of geographic data at a range of scales with use of spatial concepts in explanations, evaluations and proposals	124, 125, 177, 178
		fieldwork responses that include relevant data presentation conventions, explanations using geographic language, appropriate use of spatial concepts and application of geographic findings	153, 178, 192
Economics	Economic knowledge and understanding	basic understanding of economic influences on the economy, society and environment; for example, rising petrol prices	225–7, 229–33
		understanding, in general terms, of the role of markets in production	222, 223, 229, 230
		construction of a simple personal budget with a range of quantitative variables, and identification of basic strategies for managing personal finances in simple contexts; for example, to avoid debt	287, 288
		identification of at least one possible career path or opportunity, using a major source such as a career guidebook, and competence in a limited range of job-seeking skills and job interview techniques	272, 273, 276, 278

STRAND: DISCIPLINE-BASED LEARNING

Domain	Dimension		<i>Monumental Humanities 3</i> page reference
Economics	Economic knowledge and understanding	basic understanding of the direct effects of key economic decisions on the economy, society and environment; for example, subsidisation of trainee wages leading to an increase in youth employment, and analysis of the ethical elements of such decisions	246–9, 255, 256
		knowledge of the concepts of equilibrium price, surplus and shortage in terms of demand and supply, and their significance	230–2
		construction of a personal budget with a broad range of quantitative variables and selection of basic strategies for managing personal finances in simple contexts	287, 288
		identification of possible career paths and opportunities, using a range of sources, and competence in a broad range of generic job-seeking skills and job interview techniques	272, 273, 276, 278
		identification of possible direct economic consequences of proposed government policies on the economy, society and environment; consideration of alternative proposals; and basic judgments on the extent of the influence	246, 255
		basic understanding of how demand and supply set prices, and the possible influences of changing prices on consumers and producers	225–7, 230–3
		justification of strategies selected for managing personal finances in given contexts	268, 270
		understanding of the relationship between possible career paths and opportunities and other factors affecting employment choices	272, 273
		adaptation of generic job-seeking skills and job interview techniques for specific contexts	274–8
		proposals to solve economic issues of global significance using economic reasoning, including basic cost-benefit analysis	258, 290
	research and reporting on economic issues that includes accurate identification and descriptions, and conclusions supported by appropriate evidence	237, 242, 259	
	Economic reasoning and interpretation	proposals to solve economic issues using economic reasoning, including basic cost-benefit analysis, and identification of relevant values and attitudes; for example, comparing costs and benefits of wind farms, including identification of those involving value judgments	257, 258
		research and reporting on economic issues that includes accurate descriptions, relevant basic explanations, and conclusions supported by appropriate evidence	248, 250
		proposals to solve economic issues using economic reasoning, including basic cost-benefit analysis, and clarification of values and attitudes; for example, comparing costs and benefits of wind farms and discussing relevant values and attitudes involved	257, 258
		research and reporting on economic issues that includes accurate descriptions, relevant and detailed explanations and basic analysis; and conclusions supported by appropriate evidence	248, 250