Intercultural Capability   
Digital Assessments

General guide

Levels 3 and 4

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Introduction

Overview of Intercultural Capability Digital Assessments

The suite of Intercultural Capability Digital Assessments comprises 20 tasks, covering the entire Intercultural Capability learning continuum in the Victorian Curriculum F–10.

Each task bundle includes:

* a stimulus – for example, a video, written story or other text
* a set of assessment items related to the stimulus – for example, short-answer tasks or multiple-choice questions
* a task administration guide
* a marking guide.

The task bundles within each curriculum band are listed below.

The Intercultural Capability digital assessments are administered and marked at the school. The assessment items, stimulus and marking guides can be accessed by logging into the [Insight Assessment Platform](https://www.vcaa.vic.edu.au/Pages/insightplatform/index.aspx).

The task administration guides for each of the task bundles in a curriculum band are located in the relevant *Intercultural Capability Digital Assessments – General guide to administration and marking* document. See [Appendix 2](#Appendix2) in this document for the administration guides for all the task bundles for Levels 3 and 4.

Task bundles by curriculum band

Foundation to Level 2

* Happy Birthday
* Multicultural Australia
* Unhei

Levels 3 and 4

* Happiness
* Family Holiday
* Joshi
* Uluru Campground
* Cultural Practices

Levels 5 and 6

* Student Exchange Program
* Governor Phillip
* Multicultural Day
* Culture and Lifestyle

Levels 7 and 8

* Wadawurrung People
* School Canteen Committee
* Advertisement Complaint

Levels 9 and 10

* Multiculturalism and Social Cohesion
* Fair Dinkum Fixes
* Social Cohesion and Australia–Asia Engagement
* Arranged Marriages
* Tourism

Preparing students through the explicit teaching of Intercultural Capability

Intercultural Capability is a distinct curriculum area within the Victorian Curriculum F–10. While the Victorian Curriculum learning areas could be used as contexts, the knowledge and skills in Intercultural Capability are discrete and therefore must be taught explicitly. The Intercultural Capability curriculum can be found on the [Victorian Curriculum website](http://victoriancurriculum.vcaa.vic.edu.au/intercultural-capability/introduction/rationale-and-aims). An overview of what is involved in explicitly teaching the Capabilities can be found on the [VCAA website](https://www.vcaa.vic.edu.au/foundation10/Pages/viccurriculum/curriculum-area-advice.aspx).

The Intercultural Capability Digital Assessment items are based on the Intercultural Capability achievement standards and their underlying content descriptions. A key assumption is that students have been explicitly taught Intercultural Capability. Before administering the assessments, teachers should consider students’ abilities and the extent of their prior learning in regards to Intercultural Capability.

How to use this guide

This guide offers advice on administering and marking digital assessments for Intercultural Capability Levels 3 and 4. In developing the task bundles, a process was undertaken to generate reliable and empirically validated assessments. The advice in this guide is based on the findings of that process.

This guide should be read together with all the elements of the relevant task bundle – that is, the stimulus, the associated set of assessment items, the task administration guide and the marking guide.

What does this guide contain?

This guide covers the following content.

* Advice on assessment
* on-balance judgements
* the framework behind the marking guides
* micro-progressions
* moderation
* feedback
* Reporting results
* raw score reports
* calculating a scaled score
* interpreting the reports
* Frequently asked questions
* Appendices
* micro-progressions within Intercultural Capability, Levels 3 and 4
* task administration guides for Levels 3 and 4

Key terms

Please note, some key terms are well understood but the definitions of others are contested in academic literature. The definitions here are for the purposes of this guide.

**Task:**

The stimulus, assessment items and other instructions that set out what the student must respond to. The task can have multiple parts and utilise multiple item formats, including open-ended questions.

**Micro-progression:**

A qualitative description of how learning typically develops within a band (for example, F–2) and between bands (for example, between F–2 and 3–4). The micro-progressions given in this guide ([Appendix 1](#Appendix1)) are aligned with scaled scores.

**Scaled score:**

A scaled score aligns the raw score of a student to the learning continuum. A scaled score is calculated by the teacher using a table provided in the Reporting results section below.

Advice on assessment

The task bundles are designed for use by teachers in the classroom as part of ongoing formative assessment.

Good assessment incorporates a process that enables teachers to gather a range of evidence in order to make fair, on-balance judgements about:

* what students know and can do as a result of prior learning
* what students are ready to learn next
* how to best progress students’ learning.

Assessment identifies how well a student has progressed in relation to the curriculum, their own learning goals and/or the learning of peers, at the end of a specified period of time.

On-balance judgements

The Intercultural Capability digital assessments can be used to calculate a scaled score, but this score should be considered alongside other assessments in order to reach an on-balance judgement that will inform feedback for the student. Using a range of assessment methods (teacher, peer, self) and formats (written, verbal, group) from a range of learning area contexts will support fair assessment of a student’s learning progress.

The framework behind the marking guides

Understanding how the marking guides were developed will assist you in using the suite of digital assessments effectively to reach an on-balance judgement of student learning progress.

The Intercultural Capability achievement standards and student responses to assessments gathered during task development were considered when developing the specific marking guides. One part of this approach was to break down Intercultural Capability into its component parts and then to break these parts down further into actions and quality criteria.

For example, the Intercultural Capability achievement standard for Foundation to Level 2 states:

By the end of Level 2, students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. They describe their experiences of intercultural encounters and identify cultural diversity in their school and/or community.

Students explain how they might respond in different cultural situations.

From this achievement standard, the following component parts were identified, based on the professional judgement of teachers, assessment experts and curriculum experts:

* Students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live.
* They describe their experiences of intercultural encounters.
* They identify cultural diversity in their school and/or community.
* They explain how they might respond in different cultural situations.

Each component was then broken down further, into ‘actions’. For example, the component ‘Students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live’ comprises the following actions:

* Identify existence of cultural diversity (at the level of individuals and families)
* Identify how ways of living relate to culture
* Distinguish ways of living that are familiar and different.

For each action, quality criteria were identified. Throughout this process of identifying actions and quality criteria, the focus was on what students can do and demonstrate, not what they cannot do. For example, ‘Identify how ways of living relate to culture’ might have the following quality criteria, in order of increasing complexity:

* Identify that there are diverse ways of living (e.g. ‘People live in different ways …’)
* Link ways of living to culture (e.g. ‘People from … culture live in … way.’)
* Describe how ways of living vary from culture to culture (e.g. ‘When people eat, some people eat with their hands and some people eat using chopsticks or a knife and fork. I have seen people from … eat using their hands and people from … eat using chopsticks.’)

This approach may be described as a rubric-based or criteria-based assessment framework.

Table 1 provides a visual representation of this process, with the shaded area showing the example described above. For more detailed technical advice on rubric construction, see the VCAA’s [Guide to Formative Assessment Rubrics](https://www.vcaa.vic.edu.au/foundation10/Pages/viccurriculum/formative_assessment.aspx?Redirect=1).

Table 1 – Achievement standard components, actions and quality criteria (Foundation to Level 2)

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement standard | Achievement standard components | Actions | Quality criteria |
| By the end of Level 2, students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. They describe their experiences of intercultural encounters and identify cultural diversity in their school and/or community. Students explain how they might respond in different cultural situations. | 1. Students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. | 1.1 Identify existence of cultural diversity (at the level of individuals and families) |  |
| 1.2 Identify how ways of living relate to culture | 1.2.1 Identify that there are diverse ways of living |
| 1.2.2 Links ways of living to culture |
| 1.2.3 Describe how ways of living vary from culture to culture |
| 1.3 Distinguish ways of living that are familiar and different. |  |
| 2. They describe their experiences of intercultural encounters. |  |  |
| 3. They identify cultural diversity in their school and/or community. |  |  |
| 4. They explain how they might respond in different cultural situations |  |  |

Micro-progressions

In Intercultural Capability, students progress along a curriculum continuum that provides the first achievement standard at Foundation to Level 2 and then at Levels 4, 6, 8 and 10. The achievement standards do not describe in detail how students typically progress within a curriculum band (such as Levels 3–4) nor how they progress from one band to another (such as from Levels 3–4 to Levels 5–6). Detailed progressions are generated based on evidence of student work, in this case student work samples collected through field trials of the suite of Intercultural Capability Digital Assessment items Foundation to Level 10. They could inform the design of your own formative assessment rubric but caution should be exercised as they are not necessarily fine-grained enough to directly translate into a formative assessment rubric for every purpose.

[Appendix 1](#Appendix1) includes three tables. The first is the micro-progression table for progress within the curriculum band covered in this guide. The second synthesises progression between this band and the band below and the third between this band and the band above.

Moderation

Moderation is a type of quality assurance process that seeks to ensure that each student’s assessment outputs are considered fairly. Teachers are encouraged to moderate as it helps to ensure that judgements of student performances are generally consistent across assessors and contexts.

While this guide does not provide specific technical advice about how to moderate, micro-progressions ([Appendix 1](#Appendix1)) and an annotated example (below) are provided to assist teachers in their collegial discussions when carrying out moderation of Intercultural Capability assessment results. The micro-progressions and examples will need to be calibrated against the school’s own context and experience with teaching and assessing Intercultural Capability. The actual progression of students in different classrooms and schools may differ due to variations in intercultural context, the quality and extent of prior learning or exposure to Intercultural Capability, and the school’s overall experience in teaching the Capabilities.

An annotated example

Example 1 contains annotations of the scoring provided by a teacher in relation to one of the task bundles.

Example 1

**Task bundle:**  Joshi

**Item:** Is Joshi struggling to figure out his cultural identity? Why do you think that?

**Marking guide:**  Provides judgement and reason/s supported by example/s: Score 2

Provides judgement and reason: Score 1

|  |  |  |
| --- | --- | --- |
|  | Student response | Score awarded by teacher |
| Student 1 | I think he is because he wishes he could be a ‘normal Australian,’ and I think that if you weren’t struggling with you’re cultural identity you would be happy about who you are and wouldn’t be wishing that you were someone else. | 2 |
| Student 2 | because he now lives in melbourne | 1 |
| Student 3 | No because he said “it’s not that good” to Joe | 0 |

In these examples, one response was scored correctly by the teacher and one incorrectly. The third example illustrates how sometimes teacher judgement is relevant, beyond a strict interpretation of the marking guide, in reaching a fair score.

Student 1’s response has been correctly awarded a score of two. The student has provided a judgement and a reason, citing an example from the text.

Student 2’s response has been incorrectly awarded a score of one. The student has not provided a judgement and seems to have misunderstood the second part of the question. The response appears to be an answer to the question ‘Why is Joshi struggling with his identity?’, which has been interpreted as a request to identify the cause of Joshi’s struggle.

Student 3’s response presents an interesting challenge. Some students suggested that Joshi is not struggling with his identity because he is so clear about wanting ‘a normal Australian life’. There is evidence in the text that any conflict he feels is with his parents, not within himself. This student appears to have taken Joshi’s comment to Joe as an example of this lack of conflict in Joshi’s own mind. The student has provided a judgement and an example but has not explained the connection between the two. In other words, the student has provided a judgement without a reason, even though an example has been provided. The student has therefore provided part of an answer that would qualify for a score of one, and part of an answer that would qualify for a score of two. A fair score for this answer might therefore be one, although this conclusion cannot be reached by a strict interpretation of the marking guide.

Feedback

Teachers are encouraged to use these digital assessments for formative assessment. The purpose of formative assessment is to determine what is required in order to progress each student’s individual learning. As a process, formative assessment enables teachers to establish where students are in their learning, where they will go next with their learning, and how they will get there, and to share this with students through regular feedback during the instructional/learning process.

Feedback involves helping students know what they have achieved and how much and how well they have learnt (their progress).

For example, part of the Intercultural Capability achievement standard for Levels 3 and 4 states that students ‘develop critical perspective on and respect for their own and others’ cultures’. Example 2 is an example of useful feedback for the student on their achievement, process and progress in relation to this component of the achievement standard. In this case the teacher had chosen the context of celebrations to teach this part of the curriculum.

Teachers can use this approach to feedback to reflect on their own practice.

Example 2 *–* Sample feedback on Intercultural Capability learning

**Achievement**

You took on different perspectives and showed respect for cultures when you described different celebrations in Australia.

**Process**

You did this by identifying the reasons why people observe celebrations and used examples of different celebrations. Celebrations may look different, but you identified common reasons for celebrations, like remembering an important historical event or figure.

**Progress**

At the start of the unit on celebrations, you described the different cultural practices separately. Now, you are able to identify connections between different cultural practices and use examples of different celebrations as perspectives on the topic.

Reporting results

Raw score reports

The score a student receives after marking by the teacher or the score revised after moderation is called a raw score.

Teachers must mark responses that require manual grading. Once manual grading has been completed student assessments must be submitted by the teacher for the assessment result to appear in reporting. Further details of the reports available on the Insight Assessment Platform can be found on the [VCAA website](https://www.vcaa.vic.edu.au/assessment/f-10assessment/insight/Pages/index.aspx?Redirect=1).

Calculating a scaled score

A scaled score shows where a student sits on the curriculum continuum, for example within the curriculum band Levels 3 and 4. Scaled scores are based on student results for a minimum of three task bundles from the same curriculum band completed over a period of no longer than one semester. If the teacher did not administer enough items in the band, the student achievement can be reported in the form of a raw score only.

Once the total raw score from at least three task bundles for the student is known, the teacher should use the following table to identify the scaled score. The scaled score can then be checked against the range shown in the ‘cut score scaled’ column, which is aligned to the Intercultural Capability curriculum continuum as shown in the final column.

Example 3

A student sat three task bundles for Levels 3 and 4 with a total raw score of 9.00. Looking at the table, this converts to a scaled score of 320, which sits within the ‘cut score scaled’ range of 320–349 that corresponds to the micro-progression described by ‘Students recognise the concept of cultural practices and provide examples. They describe cultural traditions and are beginning to explain the connection between cultural tradition and identity. They recognise the existence of multiple perspectives, are beginning to show appreciation for own and other cultures, and provide pragmatic reasons for culturally appropriate behaviour.’ This student has given evidence that they are moving *towards* the standard for the curriculum band Levels 3 and 4 but are not yet *at* the standard.

Please note that if students score 0–4 points this is insufficient evidence to make a judgement about a scaled score.

Table 2 – Calculating scaled scores for Levels 3 and 4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Raw score | Scaled score | Micro-progression description | Cut score raw | Cut score scaled | Curriculum continuum |
| 0 | 250 | Students describe what they have observed in the appearance or behaviour of others. They identify culturally appropriate and respectful behaviour, and begin to recognise a connection between food, clothing, religion and cultural identity. | 0–8 | 300–315 | 250–293:  Insufficient evidence  300–315:  Below 3–4 |
| 1.00 | 259 |
| 2.00 | 274 |
| 3.00 | 285 |
| 4.00 | 293 |
| 5.00 | 300 |
| 6.00 | 306 |
| 7.00 | 311 |
| 8.00 | 315 |
| 9.00 | 320 | Students recognise the concept of cultural practices and provide examples. They describe cultural traditions and are beginning to explain the connection between cultural tradition and identity. They recognise the existence of multiple perspectives, are beginning to show appreciation for own and other cultures, and provide pragmatic reasons for culturally appropriate behaviour. | 9–17 | 320–349 | Moving towards 3–4 |
| 10.00 | 325 |
| 11.00 | 329 |
| 12.00 | 332 |
| 13.00 | 336 |
| 14.00 | 339 |
| 15.00 | 343 |
| 16.00 | 346 |
| 17.00 | 349 |
| 18.00 | 352 | Students describe their own cultural practices and recognise how identity is influenced by cultural practices of parents and friends. They demonstrate appreciation of own and other cultures and are beginning to compare their own perspective with others’. They recognise and explain culturally appropriate behaviour by referring to values and principles. | 18–27 | 352–379 | Moving towards 3–4 |
| 19.00 | 355 |
| 20.00 | 358 |
| 21.00 | 361 |
| 22.00 | 364 |
| 23.00 | 367 |
| 24.00 | 370 |
| 25.00 | 373 |
| 26.00 | 376 |
| 27.00 | 379 |
| 28.00 | 381 | Students identify and explain how cultural practices influence people’s relationships. They compare the experiences of different cultures and recognise the influence of different perspectives on cultural identity. | 28–40 | 381–450 | At 3–4 |
| 29.00 | 385 |
| 30.00 | 389 |
| 31.00 | 392 |
| 32.00 | 396 |
| 33.00 | 400 |
| 34.00 | 405 |
| 35.00 | 410 |
| 36.00 | 416 |
| 37.00 | 423 |
| 38.00 | 433 |
| 39.00 | 447 |
| 40.00 | 450 |

Interpreting the reports

In general, the reports should be used as part of an on-balance judgement of progress in student learning. The [Advice on assessment](#AdviceonAssessment) in this guide contains further advice on reaching on-balance judgements.

Frequently asked questions

A student’s scaled score is different to their year level. How should I interpret this?

The Intercultural Capability achievement standards define a continuum of increasingly complex knowledge, understandings and skills that indicate, or are associated with, Intercultural Capability. The continuum is not tied to particular year levels, as a student is not required to achieve a set standard of Intercultural Capability within a specified period of time. The achievement standards provide an indication of how Intercultural Capability learning might be expected to develop over time.

Importantly, students who have been assessed as achieving at any particular level on the Intercultural Capability continuum are not being judged as being interculturally capable or otherwise *for their age*. Rather, they have been assessed as to whether or not they are demonstrating a set of knowledge, understandings and skills that have been identified as actions of Intercultural Capability. This enables students to be placed on the continuum so that their next steps for learning can be determined.

Intercultural Capability in the Victorian Curriculum F–10 has been designed to facilitate the development of personalised learning programs for all students. Hence, curriculum delivery is aligned to the actual, rather than assumed, learning level for which each student is ready.

What if I want to revise a raw score?

Student raw scores can be revised if the teacher has ‘applied’ the scores but not ‘submitted’ them. Once scores are submitted, they can only be revised if the student resits the task within the current semester. It is important that student assessments are not submitted until you are confident of the scores that have been awarded. For example, a teacher might have ‘applied’ the scores, and then undertake moderation with colleagues, revise scores as necessary and only then ‘submit’.

How can I get help with the Insight Assessment Platform?

For technical support, please contact the following.

* Government schools

DET Service Desk

[servicedesk@edumail.vic.gov.au](mailto:servicedesk@edumail.vic.gov.au)

1800 641 943

* Non-government schools

Insight Support Mailbox

[insight@edumail.vic.gov.au](mailto:insight@edumail.vic.gov.au)

Appendix 1

Micro-progressions for Intercultural Capability, Levels 3 and 4

The Intercultural Capability achievement standard for Levels 3 and 4 states:

By the end of Level 4, students are able to compare a range of cultural practices and explain their influence on people’s relationships. They explain what they have learnt about themselves and others from intercultural experiences.

Students explain the role of cultural traditions in the development of various identities. They develop critical perspective on and respect for their own and others’ cultures.

Table 3 – Micro-progressions Levels 3 and 4

|  |  |  |
| --- | --- | --- |
| Micro-progression | Description | Sample student responses |
| 1 | Students describe what they have observed in the appearance or behaviour of others. They identify culturally appropriate and respectful behaviour, and begin to recognise a connection between food, clothing, religion and cultural identity. | From ‘Happiness’ task bundle:  Students were able to identify a point of view they have that is similar to those in the video. For instance, they described how happiness, joy and care are important for themselves as well.  From ‘Joshi’ task bundle:  Students may be able also to identify how Joshi’s parents pass on their cultural identity to Joshi. For instance, they may identify from the text that he learns his language at home and eats traditional food. |
| 2 | Students recognise the concept of cultural practices and provide examples. They describe cultural traditions and are beginning to explain the connection between cultural tradition and identity. They recognise the existence of multiple perspectives, are beginning to show appreciation for own and other cultures, and provide pragmatic reasons for culturally appropriate behaviour. | From ‘Happiness’ task bundle:  Students, in addition to being able to recognise that their views of happiness were reflected in the video, were beginning to tell a story about happiness for Australians and Mongolians.  From ‘Uluru Campground’ task bundle:  Students were able to identify that not climbing Uluru is a way to show respect for culture. They were able to identify that the man from overseas was polite but strict.  From ‘Cultural Practices’ task bundle:  Students were able to recognise that a cultural practice is a way of doing things in a culture. |
| 3 | Students describe their own cultural practices and recognise how identity is influenced by cultural practices of parents and friends. They demonstrate appreciation of own and other cultures and are beginning to compare their own perspective with others’. They recognise and explain culturally appropriate behaviour by referring to values and principles. | From ‘Happiness’ task bundle:  Students were beginning to identify different points of view in Mongolia and contrast these with their own perspectives. In one instance, a student described how coffee and spending time with children is not a source of happiness, as s/he does not drink coffee and does not have children. In addition, they were able to describe the meaning of happiness in both Australia and Mongolia. However, students were still framing happiness for both countries in terms of family and friends.  From ‘Family Holiday’ task bundle:  Students were able to identify and describe what is appropriate and inappropriate when visiting the Batu caves. For instance, they wrote that they would tell Hamish to stop taking selfies, as it is not allowed. They were able to determine that it was inappropriate for Hamish to decorate the house with balloons, banners and streamers because it might be offensive, and that it is inappropriate to help with cooking and cleaning because he might do these actions incorrectly.  From ‘Joshi’ task bundle:  Students were able to identify that Joshi’s parents make him study his native language and practise their religion in order to maintain their culture. They were able to recognise that the cultural traditions of his parents are a factor that make up his identity and can describe briefly what Joshi learnt. The students were able to write about how Joshi learnt that others could perceive his culture positively.  From ‘Uluru Campground’ task bundle:  Most students were able to identify that not climbing Uluru was a way to show respect for culture.  From ‘Cultural Practices’ task bundle:  Students may be able to identify that celebrating holidays together is a cultural practice. They may also give a simple description of the influence of culture on relationships, for instance, by commenting that Catalina spent a lot of time with her grandparents, which indicates that she has a close relationship with them. |
| 4 | Students identify and explain how cultural practices influence people’s relationships. They compare the experiences of different cultures and recognise the influence of different perspectives on cultural identity. | From ‘Happiness’ task bundle:  Students were able to identify points of view different from their own and give reasons. For example, students discussed that they disagree that youth is a source of happiness, as they believe that people can be happy at any age. Students were able to provide an extended description of happiness in Mongolia and Australia, connecting family and friends with love and care and how these fulfil a person’s life.  From ‘Family Holiday’ task bundle:  Students were able to identify what is allowed at Batu caves and were able to describe what they would say to Hamish (who wants to take a selfie). For instance, they would tell him that he must put his camera away as it might offend a priest and that it is disrespectful. They were able to describe and give reasons why certain actions would be appropriate or inappropriate at Sanjay’s celebrations. For instance, a student pointed out that decorations should be done with candles and lanterns and recognised that it is fine to ask Sanjay if he could help in any way.  From ‘Joshi’ task bundle:  Students were able to identify that Joshi is struggling with his cultural identity and elaborate on why this is so. For instance, a student wrote that it could be because he wishes he were a typical Australian who did not have to worry about culture or identity. Students were able to recognise that religion, name, food and clothing influence cultural identity. They were beginning to be able to describe what Joshi learned, for instance, that coming from a different culture is not bad and that sharing culture can be a positive experience.  From ‘Cultural Practices’ task bundle:  Students were able to describe an example of a cultural practice that they perform. For instance, they may describe Christmas as a family or religious practice, and practices such as praying every day. |

Table 4 – Micro-progression between Foundation to Level 2 and Levels 3 and 4

Table 4 represents a synthesis of the upper and lower performance within each curriculum band.

|  |  |
| --- | --- |
| Achievement standard Foundation to Level 2  By the end of Level 2, students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. They describe their experiences of intercultural encounters and identify cultural diversity in their school and/or community.  Students explain how they might respond in different cultural situations. | Achievement standard Levels 3 and 4  By the end of Level 4, students are able to compare a range of cultural practices and explain their influence on people’s relationships. They explain what they have learnt about themselves and others from intercultural experiences.  Students explain the role of cultural traditions in the development of various identities. They develop critical perspective on and respect for their own and others’ cultures. |
| Synthesised micro-progression 5 from Foundation to Level 2 and micro-progression1 from Levels 3 and 4  Students show understanding of different cultures and use knowledge to inform their behaviour in different cultural situations. They frame their own experience in terms of responses to, or influence of, intercultural experiences and encounters. They describe what they have observed in the appearance or behaviour of others. They identify culturally appropriate and respectful behaviour, and they begin to recognise a connection between food, clothing, religion and cultural identity. | |

Table 5 – Micro-progression between Levels 3 and 4 and Levels 5 and 6

Table 5 represents a synthesis of the upper and lower performance within each curriculum band.

|  |  |
| --- | --- |
| Achievement standard Levels 3 and 4  By the end of Level 4, students are able to compare a range of cultural practices and explain their influence on people’s relationships. They explain what they have learnt about themselves and others from intercultural experiences.  Students explain the role of cultural traditions in the development of various identities. They develop critical perspective on and respect for their own and others’ cultures. | Achievement standard Levels 5 and 6  By the end of Level 6, students demonstrate an understanding of how beliefs and practices can be influenced by culture and explain how intercultural experiences can influence beliefs and behaviours.  Students identify the barriers to and means of reaching understandings within and between culturally diverse groups and the ways in which effective engagement with those groups is promoted or inhibited. |
| Synthesised micro-progression 4 from Levels 3 and 4 and micro-progression 1 from Levels 5 and 6  Students identify and explain how cultural practices influence people’s relationships. They compare the experiences of different cultures and recognise the influence of different perspectives on cultural identity.  They identify how intercultural experiences can affect people’s beliefs and behaviours. They recognise successful and unsuccessful attempts to engage and reach understanding between cultural groups. | |

Appendix 2 – Task administration guides

For Levels 3 and 4, there are five task bundles with five corresponding administration guides. The task bundles are titled:

* Cultural Practices
* Family Holiday
* Happiness
* Joshi
* Uluru Campground.

Cultural Practices – administration guide

Task details

Title: Cultural Practices

Description: Students learn about different cultural practices and their influence on people’s relationships

Year level: Years 3 and 4

Duration: Approximately 20 minutes

Stimulus: Text

Questions

Questions 1–3

Question type: Multiple-choice questions

Targeted content description: Compare their own and others’ cultural practices, showing how these may influence the ways people relate to each other (VCICCB005)

Achievement standard extract: … compare a range of cultural practices and explain their influence on people’s relationships.

Question 4

Question type: Short written response

Targeted content description: As above

Achievement standard extract: As above

Question 5

Question type: Selection task – select all that apply

Targeted content description As above

Achievement standard extract As above

Question 6

Question type: Short written response

Targeted content description: As above

Achievement standard extract: As above

Task materials and equipment required

* Teacher ensures that students have access to, and are familiar with the Insight Assessment Platform:
* For non-government schools, make sure student data is uploaded onto the Insight Assessment Platform. For assistance, see the [Frequently asked questions](#FrequentlyAskedQuestions) section of this guide.
* Practice tasks are available through *Online Testing* on the platform. Please note that an administration guide and marking guide are not available for the practice tasks.
* Teacher assigns the Cultural Practices task bundle to each student.

Administration instructions

* Teachers can help students with reading the stimulus and questions, explaining difficult or unfamiliar words, typing answers (scribing) and using their computer.
* Teachers may need to give extra explanatory help to students for whom English is an additional language (EAL).
* Teachers should not prompt students with answers or help them with their thinking.
* Students are not allowed to talk or discuss the questions during the assessment.

Introducing the task

Teacher says to the class:

You are going to read a short story about the cultural practices of different people.

The purpose of this task is for you to think about how cultural practices influence people’s relationships.

After reading the story, please answer the questions.

For multiple-choice questions, please select the answer option(s).

For questions that require a written response, type your answer in the space provided.

Please answer quietly. Do not say your answers aloud.

If you have any questions, please raise your hand. I will come to you.

Marking the task

Use the Cultural Practices marking guide to mark the students’ work.

Family Holiday – administration guide

Task details

Title: Family Holiday

Description: Students learn about an intercultural experience and describe culturally appropriate responses.

Year Level: Years 3 and 4

Duration: Approximately 20 minutes

Stimulus: Text

Questions

Questions 1–2

Question type: Multiple-choice questions

Targeted content description: Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others’ cultures (VCICCB006)

Achievement standard extract: … develop critical perspective on and respect for their own and others’ cultures.

Question 3

Question type: Short written response

Targeted content description: As above

Achievement standard extract: As above

Question 4

Question type: Table activity – fill in

Targeted content description: As above

Achievement standard extract: As above

Task materials and equipment required

* Teacher ensures that students have access to, and are familiar with the Insight Assessment Platform:
* For non-government schools, make sure student data is uploaded onto the Insight Assessment Platform. For assistance, see the [Frequently asked questions](#FrequentlyAskedQuestions) section of this guide.
* Practice tasks are available through *Online Testing* on the platform. Please note that an administration guide and marking guide are not available for the practice tasks.
* Teacher assigns the Family Holiday task bundle to each student.

Administration instructions

* Teachers can help students with reading the stimulus and questions, explaining difficult or unfamiliar words, typing answers (scribing) and using a computer.
* Teachers may need to give extra explanatory help to students for whom English is an additional language (EAL).
* Teachers should not prompt students with answers or help them with their thinking.
* Students are not allowed to talk or discuss the questions during the assessment.

Introducing the task

Teacher says to the class:

You are going to read a short story about Hamish’s family holiday to Malaysia.

After reading the story, please answer the questions.

For multiple-choice questions, please select the answer option(s).

For questions that require a written response, type your answer in the space provided.

Please answer quietly. Do not say your answers aloud.

If you have any questions, please raise your hand. I will come to you.

Marking the task

Use the Family Holiday marking guide to mark the students’ work.

Happiness – administration guide

Task details

Title: Happiness

Description: Students learn about cultural perspectives on happiness.

Year level: Years 3 and 4

Duration: Approximately 15 minutes

Stimulus: Video clip

Questions

Questions 1–3

Question type: Short written response

Targeted content description: Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others’ cultures (VCICCB006).

Achievement standard extract: … develop critical perspective on and respect for their own and others cultures.

Task materials and equipment required

* Teacher ensures that students have access to, and are familiar with the Insight Assessment Platform:
* For non-government schools, make sure student data is uploaded onto the Insight Assessment Platform. For assistance, see the [Frequently asked questions](#FrequentlyAskedQuestions) section of this guide.
* Practice tasks are available through *Online Testing* on the platform. Please note that an administration guide and marking guide are not available for the practice tasks.
* Teacher assigns the Happiness task bundle to each student.

Teacher preparation

The teacher should watch the video beforehand in preparation for the task administration.

Administration instructions

* Teachers can help students with reading the stimulus and questions, explaining difficult or unfamiliar words, typing answers (scribing) and using a computer.
* Students can play the video twice if required.
* Teachers may need to give extra explanatory help to students for whom English is an additional language (EAL).
* Teachers should not prompt students with answers or help them with their thinking.
* Students are not allowed to talk or discuss the questions during the assessment.

Introducing the task

The teacher says to the class:

You are going to watch a video about what happiness means to people in Mongolia. After watching the video, you will answer some questions about the meaning of happiness.

Please type your answers in the space provided.

Please answer quietly. Do not say your answers aloud.

If you have any questions, please raise your hand. I will come to you.

Marking the task

Use the Happiness marking guide to mark the students’ work.

Acknowledgements

The video clip [‘What does happiness mean in Mongolia’](https://www.peacecorps.gov/stories/video-what-does-happiness-mean-mongolia/#video-modal-0) was developed by the Peace Corps.

Joshi – administration guide

Task details

Title: Joshi

Description: Students think about the role of cultural traditions in the development of personal identity.

Year level: Years 3 and 4

Duration: Approximately 20 minutes

Stimulus: Text

Questions

Questions 1–2

Question type: Short written response

Targeted content description: Explain the role of cultural traditions in the development of personal, group and national identities (VCICCD007)

Achievement standard extract: … explain the role of cultural traditions in the development of various identities.

Question 3

Question type: Selection task – select all that apply

Targeted content description: As above

Achievement standard extract: As above

Question 4

Question type: Short written response

Targeted content description Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others’ cultures (VCICCB006)

Achievement standard extract: … explain what they have learnt about themselves and others from intercultural experiences

… develop critical perspective on and respect for their own and others’ cultures.

Task materials and equipment required

* Teacher ensures that students have access to, and are familiar with the Insight Assessment Platform:
* For non-government schools, make sure student data is uploaded onto the Insight Assessment Platform. For assistance, see the [Frequently asked questions](#FrequentlyAskedQuestions) section of this guide.
* Practice tasks are available through *Online Testing* on the platform. Please note that an administration guide and marking guide are not available for the practice tasks.
* Teacher assigns the Joshi task bundle to each student.

Administration instructions

* Teachers can help students with reading the stimulus and questions, explaining difficult or unfamiliar words, typing answers (scribing) and using their computer.
* Teachers may need to give extra explanatory help to students for whom English is an additional language (EAL).
* Teachers should not prompt students with answers or help them with their thinking.
* Students are not allowed to talk or discuss the questions during the assessment.

Introducing the task

Teacher says to the class:

You are going to read a short story about the cultural practices of different people.

The purpose of this task is for you to think about how cultural practices influence people’s relationships.

After reading the story, please answer the questions.

For multiple-choice questions, please select the answer option(s).

For questions that require a written response, type your answer in the space provided.

Please answer quietly. Do not say your answers aloud.

If you have any questions, please raise your hand. I will come to you.

Marking the task

Use the Joshi marking guide to mark the students’ work.

Uluru Campground – administration guide

Task details

Title: Uluru Campground

Description: Students consider the effects of intercultural experiences on different cultural groups.

Year level: Years 3 and 4

Duration: Approximately 25 minutes

Stimulus: Text

Questions

Questions 1–6

Question type: Multiple-choice questions

Targeted content description: Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others’ cultures (VCICCB006)

Achievement standard extract: … develop critical perspective on and respect for their own and others’ cultures.

Questions 7–8

Question type: Short written response

Targeted content description: As above

Achievement standard extract: As above

Task materials and equipment required

* Teacher ensures that students have access to, and are familiar with the Insight Assessment Platform:
* For non-government schools, make sure student data is uploaded onto the Insight Assessment Platform. For assistance, see the [Frequently asked questions](#FrequentlyAskedQuestions) section of this guide.
* Practice tasks are available through *Online Testing* on the platform. Please note that an administration guide and marking guide are not available for the practice tasks.
* Teacher assigns the Uluru Campground task bundle to each student.

Administration instructions

* Teachers can help students with reading the stimulus and questions, explaining difficult or unfamiliar words, typing answers (scribing) and using their computer.
* Teachers may need to give extra explanatory help to students for whom English is an additional language (EAL).
* Teachers should not prompt students with answers or help them with their thinking.
* Students are not allowed to talk or discuss the questions during the assessment.

Introducing the task

Teacher says to the class:

You are going to read a short story about a trip to Uluru, where people from different cultures stay in a campground.

The purpose of this task is for you to think about how people from different cultures can be appreciated or criticised.

For multiple-choice questions, please select the answer option(s).

For questions that require a written response, type your answer in the space provided.

Please answer quietly. Do not say your answers aloud.

If you have any questions, please raise your hand. I will come to you.

Marking the task

Use the Uluru Campground marking guide to mark the students’ work.