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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Ethical Capability** | | |
| **VCAA EXAMPLE**  **Context:**  The students read Armin Greder’s story “The Island”, about the experience of a man who is washed up on an remote but inhabited island. The man appears to be different to the native villagers but the village fisherman suggests they have a responsibility to look after him. Initially they want to send him back to sea but eventually decide they do have a responsibility to look after him. They lock him up but he is difficult for the villagers to ignore, so they decide to send him back to sea. The villagers burn the boat of the fisherman who had originally said they should look after the man and build a wall around their town to protect it from future outsiders.  The students are asked to explain the viewpoints of the man, the fisherman and the villagers on responsibilities, taking into account their decisions and actions and reasons given for these. They are introduced to the terms ethical obligation, consequentialism and duty-based ethics and how they relate to each other. They are introduced to general reasons why principles may differ between people and groups. Students are asked to compare and evaluate the actions of the man, fisherman and the villagers in the story and explain why they think these might have differed. They prepare a response including their own justified view on the extent of ethical obligation, on the actions they would take if they were one of the villagers, and how their stance on the extent of ethical obligation has influenced this.  **Content Descriptions:**  Investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought[(VCECU015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU015)  Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action [(VCECD017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD017) | | |
| **Ethical Capability Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Ethical Capability Thinking Level 8 Achievement Standard** |
| By the end of Level 6:   * Students evaluate the meaning of ethical concepts and analyse their value, identifying areas of contestability. * They explain different ways to respond to ethical problems and identify issues related to these. * Students identify different ethical issues associated with a particular problem. * They identify the basis of a range of ethical principles and explain the role and significance of conscience and reasoning in ethical decision-making. | In **Ethical Capability**, indicative progression towards the Level 8 achievement standard may be when students:   * can explain, compare and evaluate different views of the characters in the story on their ethical obligations and the implications of these and identify actions they themselves would take, but are not yet able to link these to a justified position on ethical obligation. | By the end of Level 8:   * Students explain different ways ethical concepts are represented and analyse their value to society, identifying areas of contestability. * They articulate how criteria can be applied to determine the importance of ethical concerns. * Students analyse the differences in principles between people and groups. * They explain different views on the extent of ethical obligation and analyse their implications for the consequences of and duties involved in ethical decision-making and action. * They analyse the role of context and experience in ethical decision-making and action. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Ethical Capability** | | |
| **VCAA EXAMPLE**  **Context:**  Students consider how it is that different decisions can be taken by different people when an ethical principle is shared; and whether what is legal is necessarily ethically acceptable. They also consider whether knowing that something is not illegal means that it is therefore ethical to do. They examine this through the issue of what are acceptable minimum standards of health and safety in workplaces around the world.  They adapt a given set of generic criteria to identify the ethical dimensions of this specific issue.  They examine sources showing different points of view on what are acceptable workplace health and safety standards around the world (including some which share a common underlying ethical principle of minimization of harm), and analyse and compare the ethical principles guiding these positions.  The class discusses the different factors involved in reaching agreement between stakeholders on minimum standards and how these might be managed. Small groups then prepare and present a simulated panel discussion on the issue consisting of representative global environmental, consumer, employee and employer groups that is chaired by an ethicist.  **Content Descriptions:**  Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles, considering the influence of cultural norms, religion, world views and philosophical thought [(VCECU020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU020)  Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues [(VCECU021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU021)  Investigate how different factors involved in ethical decision-making can be managed by people and groups[(VCECD023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD023) | | |
| **Ethical Capability Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Ethical Capability Level 10 Achievement Standard** |
| the end of Level 8:   * Students explain different ways ethical concepts are represented and analyse their value to society, identifying areas of contestability. * They articulate how criteria can be applied to determine the importance of ethical concerns. * Students analyse the differences in principles between people and groups. * They explain different views on the extent of ethical obligation and analyse their implications for the consequences of and duties involved in ethical decision-making and action. * They analyse the role of context and experience in ethical decision-making and action. | In **Ethical Capability**, indicative progression towards the Level 10 achievement standard may be when students:   * identify a range of ethical distinctions and points of view on ethical obligations concerning health and safety standards in workplaces, but are not yet able to show how a shared ethical principle on minimizing harm may be guiding stakeholders to different positions on an acceptable health and safety standard * identify a range of factors that need to be taken into consideration such as the quality of supporting arguments, emotions, and different employment opportunity and wealth backgrounds of participants, but are not yet able to explain how these might be best managed in the panel discussion. | By the end of Level 10:   * Students explain connections and distinctions between ethical concepts, identifying areas of contestability in their meanings and relative value. * Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues. * They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. * They explain how different factors involved in ethical decision-making can be managed. |