Intercultural Capability   
Digital Assessments

General guide

Levels 7 and 8

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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 7 and 8.

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 7 and 8. 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 7 and 8
* task administration guides for Levels 7 and 8

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, 7–8) and between bands (for example, between 7–8 and 9–10). 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:**  Wadawurrung People

**Item:** Describe and discuss how the intercultural experience differed for the Wadawurrung people and the Europeans.

**Marking guide:**  Identifies possession/dispossession as an overarching theme in different experiences: Score 3

Describes the different experiences of the Wadawurrung people and the Europeans: Score 2

Describes experience of either the Wadawurrung people OR the Europeans but not both: Score 1

Other responses: Score 0

|  |  |  |
| --- | --- | --- |
|  | Student response | Score awarded by teacher |
| Student 1 | The Wadawurrung taught the Europeans kinship | 1 |
| Student 2 | Wadawurrung people were very welcoming to the Europeans and taught them things about the bush. They didn’t learn as much from the Europeans as the Europeans did not offer the same kindness. The Wadawurrung people didn’t know that the Europeans were staying. | 0 |
| Student 3 | The Wadawurrung people had never left their country and they knew how to care for the land so that it would replenish itself. The Europeans wanted gold because it brought them money. They didn’t care for the environment but for themselves and their lifestyle. They saw the land and its people as a way of making money and owning the land. | 3 |
| Student 4 | The native people were exploited and there land was forcibly taken from them while the Europeans lived off the exploitation of the native people. | 3 |

In this example, the teacher has scored two students correctly and two students incorrectly.

The intent of this item was for students to demonstrate understanding of the different ways the Wadawurrung people and the Europeans experienced the interaction between their two cultures. Student 1’s response identifies something done by the Wadawurrung people as part of this interaction. To do something is to experience it, which may explain why this response has been awarded a score of one; however, the response does not characterise the nature of the experience from either a Wadawurrung or European perspective. In fact, it suggests that the Europeans learnt the practice of kinship, whereas the stimulus for this item makes clear that this did not occur. The response should have been awarded a score of zero.

Student 2’s response has been incorrectly awarded a score of zero. The response begins by identifying two things done by the Wadawurrung people: welcoming the Europeans and teaching them about the bush. It implies something about the character of this experience by describing the Wadawurrung as ‘very’ welcoming, but it says nothing about how their welcome or their teaching was received by the Europeans. It goes on to relate more about the experience of the Wadawurrung: they did not learn as much from the Europeans because they did not receive ‘the same kindness’ from them. This is only partially correct, because the stimulus text makes clear that although the Wadawurrung’s offer of kinship was not returned, they nevertheless learnt to participate in the colonial economy, eat European food, and use alcohol and tobacco. The response concludes by accurately reporting something else about the experience of the Wadawurrung: they did not know that the Europeans were staying. This suggests some recognition of the experience of dispossession, but this experience is not presented as an overarching theme governing the interactions between the two cultures and is represented only from the perspective of the Wadawurrung. The response should have been awarded a score of one. It describes, for the most part accurately, the way the Wadawurrung experienced the interaction between the two cultures.

Student 3’s response has been correctly awarded a score of three. It describes how the Wadawurrung and the Europeans differed in their relationship to the land, thereby identifying the condition that governed both sides of the intercultural experience. It does not use the term ‘dispossession’, but it describes the experience of dispossession by contrasting the Wadawurrung’s care of the land with its appropriation and exploitation by the Europeans.

Student 4’s response also has been correctly awarded a score of three. It identifies the theme of dispossession by reporting that the Wadawurrung’s land was ‘forcibly taken from them’. It differs from Student 3’s response by highlighting exploitation of the Wadawurrung people rather than their land, but it accurately identifies the asymmetry that characterised both sides of the intercultural experience.

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 7 and 8. 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 7 and 8 with a total raw score of 7.00. Looking at the table, this converts to a scaled score of 358, which sits within the ‘cut score scaled’ range of 347–367 that corresponds to the micro-progression described by ‘Students recognise and explain the challenges and benefits of living and working in a culturally diverse community and identify how traditions or ways of life can change as a result of intercultural encounters.’ This student has given evidence that they are below the standard for the curriculum band Levels 7 and 8.

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 7 and 8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Raw score** | **Scaled score** | **Micro-progression description** | **Cut score raw** | **Cut score scaled** | **Curriculum**  **continuum** |
| 0 | 279 | Students recognise and explain the challenges and benefits of living and working in a culturally diverse community and identify how traditions or ways of life can change as a result of intercultural encounters. | 0–9 | 347–367 | 279–340:  Insufficient evidence  347–367:  Below 7–8 |
| 1.00 | 308 |
| 2.00 | 323 |
| 3.00 | 333 |
| 4.00 | 340 |
| 5.00 | 347 |
| 6.00 | 353 |
| 7.00 | 358 |
| 8.00 | 363 |
| 9.00 | 367 |
| 10.00 | 372 | Students provide examples of stereotypes and recognise that representations can affect cultural groups. They describe how intercultural encounters are experienced differently by different cultural groups and are beginning to explain why intercultural encounters can change beliefs and practices. | 10–20 | 372–410 | Moving towards  7–8 |
| 11.00 | 376 |
| 12.00 | 380 |
| 13.00 | 383 |
| 14.00 | 387 |
| 15.00 | 391 |
| 16.00 | 394 |
| 17.00 | 398 |
| 18.00 | 402 |
| 19.00 | 406 |
| 20.00 | 410 |
| 21.00 | 414 | Students explain the effects of stereotypes on cultural groups and suggest alternative representations to address these effects. | 21–29 | 414–471 | At 7–8 |
| 22.00 | 418 |
| 23.00 | 423 |
| 24.00 | 428 |
| 25.00 | 433 |
| 26.00 | 439 |
| 27.00 | 447 |
| 28.00 | 456 |
| 29.00 | 471 |

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 7 and 8

The Intercultural Capability achievement standard for Levels 7 and 8 states:

By the end of Level 8, students explain how cultural practices may change over time in a range of contexts. They understand how cultural groups can be represented, and comment on the effects of these representations.

Students understand the challenges and benefits of living and working in culturally diverse communities.

Table 3 – Micro-progressions Levels 7 and 8

|  |  |  |
| --- | --- | --- |
| Micro-progression | Description | Sample student responses |
| 1 | Students recognise and explain the challenges and benefits of living and working in a culturally diverse community and identify how traditions or ways of life can change as a result of intercultural encounters. | Task bundle: School Canteen Committee  Students were able to indicate whether having multiple languages is a challenge or benefit and to offer a reason for their view. For instance, one student pointed out that it is a challenge because learning languages can be difficult but also a benefit, as some Australians do not speak English. Students may be able to describe the benefits and challenges of different ways of working, such as by mentioning that considering different ways of working can make things more efficient. |
| 2 | Students provide examples of stereotypes and recognise that representations can affect cultural groups. They describe how intercultural encounters are experienced differently by different cultural groups and are beginning to explain why intercultural encounters can change beliefs and practices. | Task bundle: Advertisement Complaint  Students were able to name two potentially discriminatory issues, such as racism or rudeness, and point out the implications of stating that only ‘Aussie’ call centres are good.  Task bundle: School Canteen Committee  Students were able to point out the challenges or benefits of different languages. For instance, they mentioned that it could lead to miscommunication.  Task bundle: Wadawurrung People  Students were able to recognise the different perspectives of the Europeans and the Wadawurrung people. For instance, students mentioned the different perspectives about land; the Europeans thought they could buy/own land whereas the Wadawurrung saw themselves as belonging to the land. Students may be able to talk about the different intercultural experiences for the Europeans and the Wadawurrung people and describe how the Europeans and the Wadawurrung people treated each other. |
| 3 | Students explain the effects of stereotypes on cultural groups and suggest alternative representations to address these effects. | Task bundle: School Canteen Committee  Students were able to recognise the benefits and challenges of working with a diverse group of people. They may be able to recognise that many factors can be both a benefit and a challenge. For instance, among people with varying levels of intercultural experience, students may explain that people with lack of experience could present challenges while people with abundant experience could support the people with less experience to learn.  Task bundle: Wadawurrung People  Students were able to further elaborate on the different perspectives of the Europeans and the Wadawurrung people. For example, they were able to explain that John Batman believed he could buy land contractually, whereas the Aboriginal people had a spiritual connection to the land; the Aboriginal people felt that they belonged to the land and not the other way around. The students were able to explain that this was a source of misunderstanding between the two groups of people. The students were able to distinguish between the experiences of the Europeans and the Wadawurrung people and relate this to possession/dispossession.  Task bundle: Advertisement Complaint  Students were able to describe positive stereotypes. For instance, students responded with the positive stereotypes that all Spanish people can dance Flamenco, all Chinese people like noodles and are smart, or all Irish people eat potatoes. |

Table 4 – Micro-progression between Levels 5 and 6 and Levels 7 and 8

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

|  |  |
| --- | --- |
| 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. | Achievement standard Levels 7 and 8  By the end of Level 8, students explain how cultural practices may change over time in a range of contexts. They understand how cultural groups can be represented, and comment on the effects of these representations.  Students understand the challenges and benefits of living and working in culturally diverse communities. |
| Synthesised micro-progression 4 from Levels 5 and 6 and micro-progression 1 from Levels 7 and 8  Students use general principles like inclusiveness to explain effective engagement between cultural groups. They compare their own intercultural experiences with the experiences of others, connect beliefs and practices to culture, and adapt their behaviour to accommodate cultural differences. Students recognise and explain the challenges and benefits of living and working in a culturally diverse community and identify how traditions or ways of living can change as a result of intercultural encounters. | |

Table 5 – Micro-progression between Levels 7 and 8 and Levels 9 and 10

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

|  |  |
| --- | --- |
| Achievement standard Levels 7 and 8  By the end of Level 8, students explain how cultural practices may change over time in a range of contexts. They understand how cultural groups can be represented, and comment on the effects of these representations.  Students understand the challenges and benefits of living and working in culturally diverse communities. | Achievement standard Levels 9 and 10  By the end of Level 10, students critically analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of living in an interconnected and culturally diverse world. They evaluate how intercultural relationships and experiences influence attitudes, beliefs and behaviours in different contexts.  Students analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion. |
| Synthesised micro-progression 3 from Levels 7 and 8 and micro-progression 1 from Levels 9 and 10  Students explain the effects of stereotypes on cultural groups and suggest alternative representations of cultural groups to address these effects. Students recognise the challenges and benefits of maintaining or failing to maintain social cohesion and of living in an interconnected and culturally diverse world. They are beginning to express views on contested issues in a multicultural society and to identify the influence of culture on the views of others. | |

Appendix 2 – Task administration guides

For Levels 7 and 8, there are three task bundles with three corresponding administration guides. The task bundles are titled:

* Wadawurrung People
* Advertisement Complaint
* School Canteen Committee.

Wadawurrung People – administration guide

Task details

Title: Wadawurrung People

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

Year level: Years 7 and 8

Duration: Approximately 45 minutes

Stimulus: Written text

Questions

Questions 1–5

Question type: Multiple-choice questions

Targeted content description: Analyse the dynamic nature of own and others’ cultural practices in a range of contexts (VCICCB013)

Achievement standard extract: … explain how cultural practices may change over time in a range of contexts.

Questions 6–10

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 Wadawurrung People 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

The teacher says to the class:

* *You are going to read a short story about initial interactions between Indigenous Australians and European colonists in Victoria.*
* *The purpose of this task is for you to think about the ways cultures can be affected by intercultural experiences. You will be imagining and reflecting on interactions between cultures.*
* *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 Wadawurrung People marking guide to mark the students’ work.

Acknowledgements

Information in the text has been drawn from:

Sovereign Hill Hidden Histories, ‘Hidden Histories, the Wadawurrung People’, [https://sovereignhillhiddenhistories.com.au](https://sovereignhillhiddenhistories.com.au/), accessed 25 June 2019

Creative Spirits, ‘Meaning of the land to Aboriginal people’, [www.creativespirits.info/aboriginalculture/land/meaning-of-land-to-aboriginal-people#ixzz5QH4rdoV2](https://www.creativespirits.info/aboriginalculture/land/meaning-of-land-to-aboriginal-people%23ixzz5QH4rdoV2), accessed 25 June 2019

Advertisement Complaint – administration guide

Task details

Title: Advertisement Complaint

Description: Students examine issues related to cultural representations and stereotypes raised in an advertisement complaint.

Year level: Years 7 and 8

Duration: Approximately 30 minutes

Stimulus: Text

Questions

Questions 1–3 and 5–6

Question type: Short written response

Targeted content description: Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations (VCICCB014)

Achievement standard extract: … understand how cultural groups can be represented, and comment on the effects of these representations.

Question 4

Question type: Long 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 Advertisement Complaint 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

The teacher says to the class:

* *In this task, you will examine the issues raised in a complaint about an advertisement. The task requires you to think about how cultural groups are represented and the effects of representations on different groups of people.*
* *After reading the text, please answer each question by typing 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 Advertisement Complaint marking guide to mark the students’ work.

School Canteen Committee – administration guide

Task details

Title: School Canteen Committee

Description: Students analyse the challenges and benefits of diversity for members working together in a school canteen committee.

Year level: Years 7 and 8

Duration: Approximately 20 minutes

Stimulus: Text

Questions

Questions 1a– 1d

Question type: Short written response

Targeted content description: Identify the challenges and benefits of living and working in a culturally diverse society (VCICCD015)

Achievement standard extract: … understand the challenges and benefits of living and working in culturally diverse communities 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 School Canteen Committee 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

The teacher says to the class:

* *This task looks at how people from different countries or ethnic groups could work together in a school canteen committee.*
* *The purpose of the task is to get you thinking about the benefits and challenges of diversity for the school community.*
* *After reading the text, please answer the questions by filling out each section of the table.*
* *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 School Canteen Committee marking guide to mark the students’ work.