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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 views on right and wrong acts in the context of the lives of people in communities. Students build a future town using blocks and consider the different requirements of the people who live in this town. They are asked, “would you let someone live in a spare house in our future town?” The students then choose three different character perspectives to consider (for example a homeless person, a neighboring family to the spare house and the owner of the spare house). They explain how each of the chosen characters could feel and act and why they might feel and act that way.Finally, they consider what they think the right action would be in response to the question and why. **Content Descriptions:**Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so [(VCECD002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD002)Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved [(VCECD003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD003) |
|  | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Ethical Capability Level 2 Achievement Standard** |
| In **Ethical Capability**, indicative progression towards the Level 2 achievement standard may be when students:* describe what they think is a right act in this situation, but are not yet able to explain why
* explain how a homeless person, a neighbour and the owner of a spare house would feel but students do not yet link this feeling to how it might influence behavior.
 | By the end of Level 2:* Students identify and describe ethical concepts using illustrative examples from familiar situations and a basic vocabulary about ethical problems and their outcomes.
* Students identify and explain acts and situations that have ethical dimensions, using illustrative examples.
* They explain that personal feelings may influence the way people behave in situations where ethical issues are involved.
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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 are read a range of texts, including from Aesop’s fables, which explore different dispositions and their influence on decision-making and behaviour. After reading each text the students discuss the various dispositions and the impacts they had on the decision-making and behaviour of the characters. They are asked to consider whether any particular dispositions are more important than others in helping to decide the right thing to do. They are also asked whether a person could have these more important dispositions and nevertheless make the wrong choice. The reasons for different views are discussed as a class.**Content Descriptions:**Discuss the role of personal values and dispositions in ethical decision-making and actions [(VCECD008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD008) |
| **Ethical Capability Level 2 Achievement Standard**  | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Ethical Capability Level 4 Achievement Standard** |
| By the end of Level 2:* Students identify and describe ethical concepts using illustrative examples from familiar situations and a basic vocabulary about ethical problems and their outcomes.
* Students identify and explain acts and situations that have ethical dimensions, using illustrative examples.
* They explain that personal feelings may influence the way people behave in situations where ethical issues are involved.
 | In **Ethical Capability**, indicative progression towards the Level 4 achievement standard may be when students:* explain the role of dispositions in the decisions characters made in Aesop’s fables but are not yet able to recognise areas of agreement and disagreement about the significance of dispositions.
 | By the end of Level 4:* Students use concrete examples from a range of contexts to explain the contested meaning of concepts and significance of acts.
* They explain how to identify ethical considerations in problems.
* Students use examples to evaluate ethical actions in relation to their outcomes.
* They explain the role of personal values and dispositions in ethical decision-making and actions, recognising areas of contestability.
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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 are given the statement “stealing is always wrong” and the class discusses how to identify the ethical considerations. Students might discuss, for example: * different understandings of what counts as stealing and the implications of this. For example; is borrowing a book without asking stealing? What if you do not return it?
* the kind of harms and/or benefits that could result from stealing
* whether there could ever be a situation where acting this way would be worse than not acting this way. For example; how might trust be affected even if stealing is thought to be for a good reason such as to help someone?

Students are then asked to identify ethical considerations for the statement ‘cheating is always wrong’ and to explain how they decided on these considerations. **Content Descriptions:**Discuss the ways to identify ethical considerations in a range of problems [(VCECU006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU006) |
| **Ethical Capability Level 2 Achievement Standard**  | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Ethical Capability Level 4 Achievement Standard** |
| By the end of Level 2:* Students identify and describe ethical concepts using illustrative examples from familiar situations and a basic vocabulary about ethical problems and their outcomes.
* Students identify and explain acts and situations that have ethical dimensions, using illustrative examples.
* They explain that personal feelings may influence the way people behave in situations where ethical issues are involved.
 | In **Ethical Capability**, indicative progression towards the Level 4 achievement standard may be when students:* identify ethical considerations related to stealing or cheating but are not yet able to explain how they identified them.
 | By the end of Level 4:* Students use concrete examples from a range of contexts to explain the contested meaning of concepts and significance of acts.
* They explain how to identify ethical considerations in problems.
* Students use examples to evaluate ethical actions in relation to their outcomes.
* They explain the role of personal values and dispositions in ethical decision-making and actions, recognising areas of contestability.
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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 explore the nature of happiness in relation to the ethical question of how we ought to live. They use a range of sources to develop questions to explore the meaning and value of  happiness, for example:* Which words do you think help describe what happiness means: cheerful?, content?, carefree?, calm?, excited?, optimistic?, and/or involved?
* Is happiness the same as just having fun? Why?
* Can happiness involve experiences that are challenging? Why?
* Is happiness a feeling?
* What is necessary to enable you to be happy?, savings?, friends?, work?, a good reputation?, a hobby?, a good education?, a car?, health?, lots of possessions?, and/or quiet time?
* Is it important to be happy: all of the time?, most of the time?, some of the time?, or none of the time? Why?
* Is happiness an important goal to have in life? Why? Is it the most important goal? If not, what is more important?

Student survey a variety of people on their perceptions of the meaning of happiness and its value using the questions developed in class. They are asked to find a partner and together analyse the different responses across their surveys to identify areas of agreement and disagreement on the meaning of happiness and its value. Students present their findings and overall conclusion, incorporating their own justified view on what happiness means and on how important it is in relation to the question how we ought to live. They are asked to identify at least two reasons people might disagree with their view. **Content Descriptions:**Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued [(VCECU009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU009) |
| **Ethical Capability Level 4 Achievement Standard**  | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Ethical Capability Level 6 Achievement Standard** |
| By the end of Level 4:* Students use concrete examples from a range of contexts to explain the contested meaning of concepts and significance of acts.
* They explain how to identify ethical considerations in problems.
* Students use examples to evaluate ethical actions in relation to their outcomes.
* They explain the role of personal values and dispositions in ethical decision-making and actions, recognising areas of contestability.
 | In **Ethical Capability**, indicative progression towards the Level 6 achievement standard may be when students:* identify areas of agreement and disagreement about what happiness means and how important it is, but are not yet able to identify why people might disagree with the personal view that they reach.
 | 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.
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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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