**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table.   
If you need help completing the template view the curriculum mapping instructions document.

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|  | **Level** | | **7 and 8** | | | | | | | | | | **9 and 10** | | | | | | | | | |
|  | **Strand** | | **Understanding Concepts** | | | | | | **Decision Making and Actions** | | | | **Understanding Concepts** | | | | | | **Decision Making and Actions** | | | |
|  | **Content Description** | | Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities, and the extent they are and should be valued by different individuals and groups  [(VCECU014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU014) | | 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) | | Investigate criteria for determining the relative importance of matters of ethical concern  [(VCECU016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU016) | | 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) | | Discuss the role of context and experience in ethical decision-making and actions  [(VCECD018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD018) | | Investigate the connections and distinctions between and the relative value of concepts including fairness and equality, and respect and tolerance  [(VCECU019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU019) | | 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) | | Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches  [(VCECD022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD022) | | 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) | |
| **Unit** | **Learning Area/s** | **Semester/ Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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| **Levels 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard** | **Levels 9 and 10 Achievement Standard** |
|  | Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | |
| 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. | By the end of Level 8   * Students explain different ways ethical concepts are represented and analyse their value to society, identifying areas of contestability. (1) * They articulate how criteria can be applied to determine the importance of ethical concerns. (2) * Students analyse the differences in principles between people and groups. (3) * 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. (4) * They analyse the role of context and experience in ethical decision-making and action. (5) | By the end of Level 10   * Students explain connections and distinctions between ethical concepts, identifying areas of contestability in their meanings and relative value. (6) * Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues. (7) * They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. (8) * They explain how different factors involved in ethical decision-making can be managed. (9) |

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| **Assessments** | | |  |  | | |
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