Intercultural Capability

Unpacking the content descriptions

Levels 5–10

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Introduction

This document contains key concepts and ideas to unpack Intercultural Capability content descriptions from Levels 5 and 6 to Levels 9 and 10. The sample learning activities that are listed could be used to support explicit teaching and/or consolidation of learning.

Levels 5 and 6

**Content description:** Analyse how aspects of their own and others’ lifestyle, behaviour, attitudes and beliefs can be culturally influenced [(VCICCB009)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB009)

**Relevant achievement standard extract:** By the end of Level 6, students demonstrate an understanding of how beliefs and practices can be influenced by culture …

**Sample key concepts and ideas:**

* We are all cultural beings. The way we live (our lifestyle), including our attitudes, beliefs and actions, are culturally influenced to some degree, whether we realise or acknowledge it or not.
* Culture arises or evolves from human interactions and is transmitted through human interactions. Some of these interactions are direct, in that we are instructed in what to do and what not to do, and others are indirect, where we observe, experience and interpret how to belong to a social group/s.
* Culture refers to a set of distinctive spiritual, material, intellectual and emotional features of a society or social group, encompassing all the ways of being in that society or social group, including art and literature, lifestyles, ways of living together, value systems, traditions and beliefs. Each culture is a sum of assumptions and practices shared by members of a group that distinguishes them from other groups.
* Cultural influences arise from our own and others’ cultural backgrounds, cultural perspectives and cultural experiences. There may be more than one culture in our lives.
* Strong cultural influences on children’s lives typically include parents/carers and other family members and school communities. Media such as television may also be an influence but for young children this can be mediated by parents/carers and therefore reflect the parents’/carers’ perspectives.
* Many cultural beliefs and practices are interconnected and mutually influencing.

**Sample learning activity:**

Show students how birthdays are celebrated in another culture, such as in the German culture; for example, share selected extracts from [the video ‘Dos and don’ts when celebrating a birthday in Germany – Meet the Germans’ (Deutsche Welle)](https://www.dw.com/en/dos-and-donts-when-celebrating-a-birthday-in-germany/a-39229805). Choose a stimulus by which students can be guided into an insight into how children are socialised into these practices. In the example video, a relevant extract is where Germans reflect on what their parents told them regarding why birthdays should only be celebrated on the actual date of the birthday.

Students then identify the expectations for behaviours and practices in birthday celebrations associated with their own culture/s. They reflect on how they learnt about these. Ask students to compare their reflections, providing feedback to assist them to understand how socialisation is culturally influenced.

**Content description:** Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others’ cultures [(VCICCB010)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB010)

**Relevant achievement standard extract:** [Students] explain how intercultural experiences can influence beliefs and behaviours.

**Sample key concepts and ideas:**

* In a transnational world, cultures rarely exist in isolation: dynamic cultural interactions and intersections, or interculturality, are the norm, whether recognised and/or acknowledged, whether intentional or otherwise.
* Intercultural experiences are any experiences that involve the coming together of two or more cultures.
* We make sense of our intercultural experiences in many ways, and how we make sense of these experiences depends on how we see the world. We attach meaning to these experiences and associate these experiences with particular emotions. We also classify these experiences as positive or negative, desirable or undesirable, good or bad, beneficial or harmful, etc.
* How we make sense of our intercultural experiences influences our beliefs about people, things, places, ideas, etc. As part of developing a critical perspective on our own culture and others’ cultures, it is important to be able to step away from our own culture and intercultural experiences and consider these people, things, places and ideas from other perspectives. It is also important to question how one’s own cultural perspectives are formed.
* Developing a critical perspective on others’ cultures involves analysis of how their cultural perspectives are formed and why they may think and behave the way they do.
* Respect involves having regard for others’ rights. In Australia, everyone has the right to feel safe to practise their culture within the bounds of the law. Respecting the right of others to hold their own cultural perspectives and act according to these perspectives is an essential part of life in a multicultural society, as it is a recognition of cultural diversity and contributes to social cohesion. Respecting other cultural perspectives does not necessarily mean that we accept or endorse these perspectives at the expense of our own.

**Sample learning activity:**

Give students a list of dispositions (for example, curious, empathic, attentive, questioning) and ask them to identify which might be associated with open-mindedness. Develop a definition of open-mindedness with the class. Help students to recognise that being open-minded involves a critical perspective and active reflection.

Students interview someone who has travelled or lived overseas or has recently travelled to Australia. They ask them about their perceptions before and after travel, what they learnt and what they think the value of travelling is.

Discuss with students how travel can be an intercultural experience and how it can influence beliefs and behaviours. Ask students to identify which dispositions would help travellers to get the most out of an intercultural experience.

**Content description:** Identify barriers to and means of reaching understandings within and between culturally diverse groups [(VCICCD011)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD011)

**Relevant achievement standard extract:** Students identify the barriers to and means of reaching understandings within and between culturally diverse groups …

**Sample key concepts and ideas:**

* Even within the one cultural group, we can find various sub-groups and various individual expressions of culture. Further, members of a cultural group may also feel that they belong to other cultural groups, thus adding to intra-group diversity. Multiple cultural belongings are expected in a transnational world. Navigating intracultural diversity can be challenging, as it involves questions of identity, belonging, inclusion and exclusion.
* We live in an essentially intercultural world, where dynamic cultural interactions and intersections are the norm. In the Information Age, these interactions and intersections are occurring at an unprecedented rate. Intercultural understanding is thus an essential aspect of living and working together in today’s world. It involves understanding the concepts of cultural diversity and identity, what happens when cultures meet, and what to do when cultures meet. It also involves some knowledge and awareness of other cultures.
* The inability to consider and adopt multiple perspectives and to empathise lies at the core of many psychological barriers to reaching intracultural and intercultural understandings. It fuels bias, assumptions, prejudice, negative stereotypes, discrimination, exclusion, racism and even hatred. Examples of other barriers to reaching intracultural and intercultural understandings are language differences (including body language), differences in beliefs and values, and limited contact with cultures other than one’s own.
* Conversely, the ability to consider and adopt multiple perspectives and to empathise lies at the core of many means of reaching intracultural and intercultural understandings. It supports open-mindedness, cultural curiosity, suspension of judgment, inclusion and dialogue. Examples of other means of reaching intracultural and intercultural understandings include language commonalities (including body language), universal beliefs and values, and substantial contact with cultures other than one’s own.
* Perceptions of what constitutes a barrier to or a means of reaching understandings within culturally diverse groups and between different cultural groups can change from one culture to another. An example of this is the use of accents. Using an accent different to one’s own may help one communicate better with a person from another culture through establishment of some sort of common ground through language; however, some cultures may consider this offensive and condescending.

**Sample learning activity:**

Use a text (or extract) such as *The Unforgotten Coat* by Frank Cottrell Boyce (Random House, 2012) to develop with students a range of barriers to and means of reaching understanding between different cultural groups. In *The Unforgotten Coat* sixth-grader Julie must help guide new students through new experiences such as school uniforms and British slang. The book is presented as an exercise book with photos.

Ask students to imagine themselves as a guide for a student new to Australia. Ask them to complete their own text and photos identifying potentially tricky situations and how to navigate them.

**Content description:** Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups [(VCICCD012)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD012)

**Relevant achievement standard extract:** [Students identify] the ways in which effective engagement with those [culturally diverse] groups is promoted or inhibited.

**Sample key concepts and ideas:**

* Cultural values represent principles that are considered as important by a particular culture. These values provide guidelines for thinking and behaviour within a culture.
* Cultural perspectives represent the ways in which a culture views, makes sense of and makes judgments about the world. These perspectives are informed by the values of the culture.
* How we understand and appreciate differing cultural values and perspectives reflects our cultural mindset, the extent to which we have been exposed to cultural differences, and how we have reflected on our intercultural experiences with empathy. Typically, people who are accepting of cultural differences are open-minded, have been exposed to these differences on a regular basis, and have reflected positively and constructively on their intercultural encounters. Conversely, people who are less accepting tend to be monocultural in their views, have not been exposed to cultural differences regularly and/or positively, and tend to reflect more on the challenges and drawbacks of intercultural encounters.
* Effective engagement with diverse cultural groups can be promoted through perspective-taking, empathy, open-mindedness, cultural curiosity, suspension of judgment, inclusive behaviours and dialogue. Using common language/s (including body language) and focusing on universal or common beliefs and values can also assist. Establishing common ground should, as a guide, precede discussion of more contested topics.
* Effective engagement with diverse cultural groups can be inhibited through lack of perspective-taking and empathy, giving priority to bias, assumptions, prejudice, negative stereotypes, discrimination and exclusive behaviours, and being quick to judge. Language differences (including body language) and a focus on fundamental differences in beliefs and values can also inhibit.

**Sample learning activity:**

Raise a scenario with students that might involve multiple cultural perspectives and require resolution, such as deciding on changes to school uniform. Present a mock dialogue illustrating different perspectives. Using this context, ask students to work in pairs to write questions that could be asked by a facilitator to help identify what values the group might have in common. When students share their questions they also reflect on why this method is useful in helping to resolve disagreements.

Levels 7 and 8

**Content description:** Analyse the dynamic nature of own and others’ cultural practices in a range of contexts [(VCICCB013)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB013)

**Relevant achievement standard extract:** By the end of Level 8, students explain how cultural practices may change over time in a range of contexts.

**Sample key concepts and ideas:**

* Cultural practices are the application and expression of culture, that is, the ideas, beliefs, values, systems, ways and customs of a cultural group. For example, cultural practices can be shown in cultural celebrations, in the way business meetings are run, or in everyday ways of doing things.
* All practices are arguably cultural, if we accept that we are all cultural beings and that everything we do influences and/or is influenced by our cultural backgrounds, perspectives and experiences, and those of others.
* Cultural practices are essentially dynamic because human interactions enable cultures to develop and evolve.
* Cultural practices can be observed to be similar or different across time and/or place (for example, countries) or in other contexts, such as business versus home.
* Some cultural practices may appear static when people choose to preserve and transmit cultural norms in a particular way as their heritage and as a way of distinguishing themselves as culturally different and distinct.
* Other cultural practices are dynamic, changing over time in response to various factors. For example, migrants might experience new geographical characteristics, such as weather, which then over time change how they dress. Other factors include scientific discoveries, technological advances and intercultural experiences.
* The same cultural practice may respond to different contexts differently. In one context, the change may be rapid; in another context, the change may be very slow. How or what people eat and how they dress are some visible examples.

**Sample learning activity:**

Students select and research a cultural practice from their own culture and a cultural practice from another culture. They research two of: how that practice has evolved historically; how it varies in different countries; how it varies across different situations such as the workplace and home. They identify a recent and relevant factor of change, such as a technological advance, and explain whether they think the cultural practice of their own culture is likely to change in the future and, if so, how quickly it will change and in what contexts (for example, the technological advance would impact on the workplace but not the home, or it would impact on cities but not regional areas).

**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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB014)

**Relevant achievement standard extract:** They understand how cultural groups can be represented, and comment on the effects of these representations.

**Sample key concepts and ideas:**

* Cultural representations involve particular descriptions and portrayals of a cultural group. Representations stem from perceptions of the culture by in-group members and the out-group.
* Cultural representations can be in many forms (for example, written, verbal, visual and movement, including body language) and occur in multiple spaces (for example, in physical or real space, or virtual space).
* Representations can be powerful in shaping views about and attitudes towards a culture, even if untrue or highly generalised.
* Cultural generalisations are one form of cultural representation. Generalising tends to involve reaching a conclusion about a whole group based on the behaviour of one individual or a small number of individuals. For example, if a small group exhibits aggressive behaviour, a generalisation is that all people in the wider group must be aggressive too.
* Cultural stereotypes are another form of cultural representation. Stereotyping tends to involve the application of a generalisation to a particular individual or group. Stereotypes may be a mix of truths and untruths. Stereotypes can also be ‘positive’ (for example, ‘they must be good at maths/sport/dancing’) or ‘negative’ (for example, ‘they must be aggressive/lazy/cheats’).
* Stereotypes reflect how the brain seeks to classify information for ease of judgment. It is important to be open to cultural differences, suspend judgment, take different perspectives, empathise and question assumptions in order to avoid unhelpful stereotypes.
* Cultural self-representations tend to be positive, even though culture group members can sometimes be critical of their own culture. The central purpose of cultural self-representation is to distinguish one’s culture as distinct from other cultures, by highlighting key ideas, beliefs, values, norms, images, people, events, customs, rituals, artefacts, food, dress, etc.
* For culture group members, cultural self-representation has the effect of reinforcing the perception that one’s culture is somewhat unique and worthy of being preserved, transmitted and shared. For the out-group, such representation can assist with the development of awareness and knowledge of other cultures but can also promote and propagate cultural stereotypes and essentialised views of those cultures.
* Cultural representations by members of the out-group can be positive, negative or highly critical, or somewhat neutral. The central purpose is often to distinguish the culture in focus as being similar or different and distinct from one’s own culture/s or other cultures, by highlighting key similarities and differences in ideas, beliefs, values, norms, images, people, events, customs, rituals, artefacts, food, dress, etc. When negative or highly critical, cultural representations by the out-group tend to imply the out-group culture’s cultural superiority. However, cultural representations by the out-group can often be for the purposes of fostering understanding or for academic study. Overall, these representations can have a range of effects on the in-group, from positive to negative, depending on the nature and intent of the representation. For example, negative stereotypes can be hurtful, as culture group members feel that their identity is being unfairly represented.

**Sample learning activity:**

Prepare labels with relevant concepts written on them, for example: positive; negative; stereotype; generalisation; in-group; out-group; effect; cultural practice; visible culture; non-visible culture.

Locate one visual cultural representation, or more, and source or mock up a series of accompanying short commentaries on the representation. The commentaries should allow students to apply the labels.

Give small groups of students the visual cultural representation and the series of short commentaries, noting that the commentaries are themselves representations. Give each group a few different concept labels. Students need to find text within each commentary that links to the concept on the label. Each group reports back to class, and the class discusses the range of concepts that can be seen in the commentaries arising from one visual representation and the potential effects of the representations on the in-group and out-group.

**Content description:** Identify the challenges and benefits of living and working in a culturally diverse society [(VCICCD015)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD015)

**Relevant achievement standard extract:** Students understand the challenges and benefits of living and working in culturally diverse communities.

**Sample key concepts and ideas:**

* Cultural diversity is the idea that a range of different cultural groups coexist in the one society. It is related to the concept of multiculturalism. A broader view of cultural diversity goes beyond distinct cultural groups and looks at the diverse cultural backgrounds, perspectives and experiences that coexist in society.
* Challenges of living and working in culturally diverse communities involve navigating differing values, beliefs, norms, perspectives, ideals, languages, customs, and systems of thinking and social interactions. Often, the challenges are much easier to identify than the benefits, as the tensions and conflicts that arise from these challenges are often quite visible.
* Benefits can arise from being exposed to cultural differences and the different perspectives this might bring. A richer, more dynamic cultural experience can foster mutual understanding and collaboration skills through learning the art of dialogue, negotiation and conflict resolution. This can increase work productivity and economic growth at local, national, regional and international levels. Exposure to cultural differences can also foster a focus on universality and the common good.
* What is perceived as a challenge or benefit can differ from one individual to the next, from one cultural group to the next, and from one context to the next.

**Sample learning activity:**

Students prepare questions for a panel of guests representing cultural diversity in different contexts. The questions should reflect their understanding of the challenges and benefits of living and working in a culturally diverse society. Following the panel, students write a text response reflecting on how their understanding has been deepened through engagement with the panel.

**Content description:** Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community [(VCICCD016)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD016)

**Relevant achievement standard extract:** Students understand the challenges and benefits of living and working in culturally diverse communities.

**Sample key concepts and ideas:**

* See the [sample key concepts and ideas](#KeyConcept) for content description VCICCD015, which also apply to this content description.
* A community refers to a group of people who share common values and characteristics and a sense of shared ownership of that particular group.
* How and the extent to which cultural diversity is valued by the community depends on a range of factors, for example whether cultural diversity is largely perceived as a positive or a negative, the general level of openness to cultural differences among members of the community, and the nature of cross-cultural interactions within the community both past and present (whether it is healthy, constructive and collaborative, or tinged by tension, conflict, prejudice and discrimination).
* Even where cultural diversity is valued, different communities may express how they value this diversity differently. For example, some communities will demonstrate open, visible displays of multiculturalism. Other communities may decide to focus on universal values, commonalities and global citizenship.

**Sample learning activity:**

Groups of students analyse given indicators from a selected context as to the extent to which cultural diversity is valued and report back to the class. Each group studies a different context and reports back on what kind of value is placed on cultural diversity, how this is expressed and any evidence for the underlying reasons for the value judgment.

Different contexts could include general attitudes of Australians, professional sport, different types of work, television programming, public festivals, parliamentary representation or art galleries. Indicators across different contexts could include statistical evidence across time or places, institutional initiatives (for example, the AFL Multicultural Round or NGV’s White Rabbit exhibition), and qualitative evidence such as media reports on responses in social media to a particular issue.

Levels 9 and 10

**Content description:** Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others’ cultural practices [(VCICCB017)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB017)

**Relevant achievement standard extract:** 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.

**Sample key concepts and ideas:**

* When different cultures intersect and interact, a range of outcomes and responses are possible, for example inclusion, exclusion, openness, prejudice, harmony, dialogue, argumentation, solidarity, conflict, collaboration, resistance, respect, acceptance, discrimination, polarisation, cultural adaptation, conservatism and new cultures. The perceived levels of similarity and difference between cultures influence these outcomes or responses.
* Similar outcomes are possible for interrelationships within cultures. The perceived levels of similarity and difference among culture group members influences these outcomes and responses.
* These complex and dynamic relationships between and within cultures can influence our own cultural practices, for example we may continue to openly carry out these practices or conceal them; we may preserve or adapt these practices or abandon them; we may choose to stop observing these practices for a period of time. These decisions relate to perceptions of identity and belonging, and inclusion and exclusion.
* These potential effects on cultural practices relate to the benefits and challenges of living in an interconnected and culturally diverse world. Typically, the loss of cultural heritage can be considered a challenge, while its preservation can be seen as a benefit; however, depending on our cultural standpoint, we may view the loss of some cultural practices as necessary in today’s world, especially those that represent views that run counter to universal human rights. Conversely, we would consider the preservation of such practices as a challenge.

**Sample learning activity:**

Students use a stimulus such as the University of Melbourne’s *Multicultural Youth Australia Census Status Report 2017/18* to examine the concept of cultural hybridity. They consider how the construction of cultural identity can be complex and influence cultural practices. Students could be given a case study as a stimulus, for example the artist Yinka Shonibare, who explores ideas of cross-cultural heritage in his work.

**Content description:** Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts [(VCICCB018)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB018)

**Relevant achievement standard extract:** They evaluate how intercultural relationships and experiences influence attitudes, beliefs and behaviours in different contexts.

**Sample key concepts and ideas:**

* Intercultural experiences are any experiences that involve an element of interaction or influence between two or more cultures. These experiences could be direct, for example when participating in the festival of another culture, or indirect, for example when watching a documentary about the experiences of people from another culture.
* Intercultural relationships are a series of sustained interactive experiences between members of two or more cultures.
* In a transnational world, it is reasonable to assume that many relationships and experiences are intercultural to an extent, whether recognised and/or acknowledged, whether intentional or otherwise.
* Our intercultural relationships and experiences affect how we make sense of and interact with the world around us, and conversely how we make sense of and interact with the world can affect the kind of intercultural relationship or experience that we have.
* Attitudes of openness, acceptance, empathy, suspension of judgment, self-reflection and questioning of assumptions influence, and are influenced by, supportive and constructive relationships and experiences. Beliefs about universality, global collaboration, peace and solidarity also influence, and are influenced by, supportive and constructive intercultural relationships and experiences.
* Conversely, prejudice, conservatism, exclusion, resistance, polarisation and conflict can influence, and be influenced by, negative relationships and experiences. Negative relationships and experiences tend to reflect and/or support beliefs about cultural superiority (ethnocentrism) and/or conservatism.
* In contexts where openness, acceptance and collaboration are typically supported, related attitudes, behaviours and beliefs are likely to be more common. Conversely, in contexts where ethnocentrism and/or conservatism are common, related attitudes, behaviours and beliefs are likely to be supported.

**Sample learning activity:**

Students investigate opportunities for intercultural experiences in their local community, for example attending a public festival, visiting a place of worship on an open day or participating in relevant events at the local library. They discuss why these experiences might impact people’s attitudes, behaviours and beliefs in different ways.

**Content description:** Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world [(VCICCD019)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD019)

**Relevant achievement standard extract:** [Students critically analyse] the challenges and benefits of living in an interconnected and culturally diverse world.

**Sample key concepts and ideas:**

* See the [sample key concepts and ideas](#KeyConcept) for content description VCICCD015, which also apply to this content description.
* The idea of an interconnected world relates to transnationalism. Transnationalism refers to the multiple dynamic connections and networks between people that transcend the boundaries of nation-state, culture, language, religion, etc. These connections and networks can be physical or virtual, synchronous or asynchronous. The connections and networks involve the exchange of ideas and various forms of other resources. Global interconnections are expanding rapidly through increasing ease of access to travel and the internet.
* Critical analysis of challenges and benefits involves considerations such as who is affected, surface and underlying factors, assumptions and evidence, the short term versus the longer term, and whether challenges can be resolved.

**Sample learning activity:**

Work with students to construct questions that can be used to critically analyse arguments for and against a complex topic related to living and working in an interconnected and culturally diverse world, such as whether to take action on migration. Groups of three work together to ask and respond to questions, rotating roles. The class then reflects on whether the questions worked well or need refining.

**Content description:** Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion [(VCICCD020)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD020)

**Relevant achievement standard extract:** Students analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion.

**Sample key concepts and ideas:**

* Social cohesion can be defined as ‘the willingness of members of a society to cooperate with each other in order to survive and prosper.’ (Stanley, 2003, p. 5)
* The Scanlon-Monash Index (SMI) of Social Cohesion consists of five domains: sense of belonging (to Australian society); sense of worth (financial satisfaction and happiness); social justice and equity; political participation (for example, voting, activism); acceptance and rejection (for example, views about immigration, experiences of discrimination, disagreement with government support for ethnic minorities, poor outlook). (Markus, 2018)
* The components of a cohesive society are related to the factors affecting social cohesion. Key factors can be classified as follows (Markus, 2017):
* Economic, for example, unemployment and poverty levels, income and wealth distribution, population mobility, health, life satisfaction, sense of security
* Political, for example, political participation and social involvement levels, collaborative networks focused on the common good
* Socio-cultural, for example, extent of agreement or disagreement on issues of local and national concern.
* A society that is not cohesive faces challenges and consequences such as lack of unity, solidarity and collaboration; tension and conflict; mistrust; prejudice and discrimination; exclusion; disenfranchisement; lack of sense of belonging and worth; lack of sense of equity and social justice; lack of or extremist political participation; and lack of acceptance of others who are perceived to be different.
* A society that is generally cohesive sees benefits and consequences such as unity, solidarity and collaboration for the common good, acceptance and tolerance, inclusion, sense of equity and social justice, sense of belonging and worth, and constructive political and social participation.

**References**

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* Markus, A. (2017). *Mapping Social Cohesion: The Scanlon Foundation Surveys 2017.* Caulfield East, VIC: ACJC, Faculty of Arts, Monash University.
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**Sample learning activity:**

Students consider how evidence on the domains of social cohesion might be collected and compare their views with methodology used in a survey such as the Scanlon Foundation Survey. They use the results of the survey to help identify areas of strength and challenge for social cohesion. They discuss how areas of challenge could be resolved and possible consequences for social cohesion if they are not resolved.