Intercultural Capability: Unit plan, Levels 9 and 10

Migration experiences and social cohesion in Australia



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The Intercultural Capability project

This unit is based on material developed with schools participating in the 2018 Intercultural Capability project. The project was conducted by the Victorian Curriculum and Assessment Authority in partnership with the International Education Division at the Department of Education and Training. The units of work target the explicit teaching of the Victorian Curriculum: F-10 Intercultural Capability. They include formative assessment rubrics that the teachers designed to describe progression of student learning in Intercultural Capability and to provide guidance to students on how to make progress in their learning. This unit provides **one** example of how a school might plan for the explicit teaching of Intercultural Capability. It is not published as an exemplar.

Safety and wellbeing

Teachers must exercise their duty of care in ensuring that the safety and wellbeing of students is maintained during the study of this Intercultural Capability unit. In addition to the usual pastoral care and health needs of students, teachers should bear in mind cultural sensitivities and the potential for disagreement or conflict over cultural/racial issues. Students should be given the opportunity to provide depersonalised responses or exempt themselves from activities of a potentially sensitive nature and should not be asked to speak on behalf of others. Harmful language or behaviour towards others on the basis of culture or race should not be tolerated. Where appropriate students should be counselled and/or debriefed. For further advice on navigating race and culture issues in the classroom, see the VCAA’s [Teacher Guide](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/intcult/teachresources.aspx).

.

About this unit

**Unit title:** Migration experiences and social cohesion in Australia

**Band:** Levels 9 and 10

**Teaching time:** 10 x 50 minutes

Context

This unit was developed in a culturally diverse, metropolitan Catholic school and was taught in the context of a Year 10 Italian language class.

The teacher used resources from the [Immigration Museum](https://museumsvictoria.com.au/immigrationmuseum), school library, internet and ‘Clickview’ video library to create a sequence of lessons.

Overview

The unit included a formative assessment rubric (see below) which was used to facilitate progress in student learning. The unit addressed the four actions in the rubric:

1. Explores the relationships between cultural diversity and social cohesion
2. Explores factors that challenge social cohesion
3. Examines the extent to which Australia is socially and culturally cohesive
4. Explores connection between individual/family migration experiences and social cohesion.

In the series of ten lessons, students explore the definition of social cohesion and identify ways this can be achieved. They undertake research and interviews to consider the interconnection between social cohesion and cultural diversity and identify the challenges and benefits of creating a cohesive society. Students also examine the components of a cohesive society, and critically evaluate how migration experiences influence cohesion in Australian society.

The rubric and associated unit target the following part of the Victorian Curriculum: F–10 Intercultural Capability curriculum: (see over)

**Band:** Levels 9 and 10

**Strand:** Cultural Diversity

**Content descriptions:** Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion ([VCICCD020](http://victoriancurriculum.vcaa.vic.edu.au/intercultural-capability/curriculum/f-10#level=9-10&search=c6227dba-4eee-4025-95f8-3e83abf978ab))

**Achievement Standard:** 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***.

Links to other curriculum

When discussing the experiences of migrants to Australia, it might be helpful to refer to the [History curriculum for Levels 9 and 10](http://victoriancurriculum.vcaa.vic.edu.au/the-humanities/history/curriculum/f-10#level=7-8).

Formative assessment rubric

The formative assessment rubric below was used to help identify the steps in learning, to collect evidence of learning and as a basis for providing feedback. The lesson plans that follow specify which part of the rubric was targeted in each lesson.

The rubric was developed using the relevant Intercultural Capability achievement standard/s and the [Guide to Formative Assessment Rubrics](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/formative_assessment.aspx). More information about the terminology and structure of the rubric can be found in the Guide.

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|  | |  | |  | *Intercultural Capability, Levels 9 and 10* | | | |
|  | |  | |  | *Phase 1* | *Phase 2* | *Phase 3* | *Phase 4* |
|  | |  | |  | *Students in this phase can examine social cohesion and the cohesion of Australian society* | *Students in this phase can identify challenges of maintaining a cohesive society* | *Students in this phase can analyse how cultural diversity affects the cohesion of Australian society* | *Students in this phase can analyse how migration experiences influence cohesion in Australian society* |
|  | | | | |  |  |  |  |
| *Organising Element/s* | *Action* | |  | | *Quality Criteria* | | | |
| Cultural Diversity strand | 1. Explores the relationships between cultural diversity and social cohesion | | *Insufficient evidence* | | *1.1 Explains social cohesion using examples* |  | *1.2 Explains the relationship between cultural diversity and social cohesion* | *1.3 Describes how migration has changed Australian society* |
| 2. Explores factors that challenge social cohesion | | *Insufficient evidence* | |  | *2.1 Identifies factors that challenge social cohesion* | *2.2. Describes how cultural diversity might create challenges for social cohesion* |  |
| 3. Examines the extent to which Australia is socially and culturally cohesive | | *Insufficient evidence* | | *3.1 Examines the extent to which Australia is socially cohesive* |  | *3.2 Explains how racism affects social cohesion in Australia* | *3.3 Appraises the extent to which migration has made Australia more cohesive* |
|  | 4. Explores connection between individual/family migration experiences and social cohesion | | *Insufficient evidence* | |  | *4.1 Identifies migration challenges for an individual/family* | *4.2 Analyses the contribution of a migrant individual/family to Australian society* |  |

Unit lesson plans

The following lessons were created to facilitate progress in student learning. Each lesson was linked to a particular action/s in the formative assessment rubric and the associated quality criteria. Teachers should give students ongoing feedback on the next steps in their learning and provide opportunities for them to make progress in their understanding of the targeted area of the curriculum.

Lesson 1 – Introduction to social cohesion

*Rubric area targeted:*

* 1.1 Explains social cohesion using examples

Introduce the unit by telling the class they will be exploring what makes a society cohesive and how cohesion can be maintained or threatened in a multicultural country like Australia.

Compare the following two definitions of social cohesion:

* Australian Human Rights Commission:

*Social cohesion refers to positive social relationships – it is the bond or ‘glue’ that binds people. A socially cohesive society is one which … creates a sense of belonging, promotes trust and offers its members the opportunity of upward mobility.*

* Scanlon Foundation:

*Five indicators for social cohesion:*

1. ***Belonging****: Shared values, identification with Australia, trust.*
2. ***Social justice and equity****: Evaluation of national policies.*
3. ***Participation****: Voluntary work, political and cooperative involvement.*
4. ***Acceptance and rejection, legitimacy****: Experience of discrimination, attitudes towards minorities and newcomers.*
5. ***Worth****: Life satisfaction and happiness, future expectations.*

With the class, discuss whether one definition is more useful than the other and decide on a definition for the purposes of the unit.

Ask students to give examples of how social cohesion looks/might look in daily life.

*Resources:*

Definitions of social cohesion:

* [Australian Human Rights Commission](http://www.humanrights.gov.au/our-work/race-discrimination/publications/building-social-cohesion-our-communities)
* [Scanlon Foundation](http://www.humanrights.gov.au/news/speeches/social-cohesion-multicultural-australia-importance-human-rights)

Lessons 2 to 7 – Migration and its effects on Australian society

*Rubric areas targeted:*

* 1.2 Explains the relationship between cultural diversity and social cohesion
* 1.3 Describes how migration has changed Australian society
* 2.1 Identifies factors that challenge social cohesion
* 3.1 Examines the extent to which Australia is socially cohesive
* 3.2 Explains how racism affects social cohesion in Australia
* 4.1 Identifies migration challenges for an individual/family
* 4.2 Analyses the contribution of a migrant individual/family to Australian society

Explain that social cohesion can be affected by the level of cultural diversity in a community and that Australia is a highly diverse society because of migration. Point out that with the exception of Aboriginal and Torres Strait Islander people, all Australians are migrants or descended from migrants. Ask students to discuss in pairs what they believe would be the relationship between cultural diversity and social cohesion, then share with the class.

Ask students to find a diverse range of recent media representations of immigration and its effects on social cohesion in Australia, and to research how migration and/or cultural diversity have changed one or more aspects of Australian society.

*Exploring migrant experiences:*

Sort students into two groups depending on their access to interview subjects to complete the tasks below.

*Group 1 – Interview:*

1. Individually, students interview someone they know about their experience of migrating to Australia. The interview should cover why the person migrated to Australia, challenges they faced (e.g. language, discrimination) and what support they received. Where appropriate, encourage students to bring a relative in to class to talk about their experiences.
2. Students then compare the interviewee’s migration experiences with those of another migrant to Australia (not necessarily someone they know) and offer some observations on how migration has changed Australia.
3. Findings are shared in a presentation or video.

OR

*Group 2 – Diary entry/script:*

In a small group, students present an imagined series of diary entries or script to the class detailing the challenges faced by migrants to Australia (e.g. language, discrimination and/or racism) and ways in which migrants can be supported and included to increase social cohesion.

Give Groups 1 and 2 feedback on their presentations.

To help put individual experiences into a broader context, discuss the following questions as a class:

* What are some common experiences of migrants to Australia?
* What are racism, racial bias and discrimination, and to what extent do new migrants experience them? What effect does this have on Australia’s social cohesion?
* How have migrants contributed to Australian society?
* What are the challenges and benefits of a cohesive society? What can be done to strengthen cohesion? How might cultural diversity affect cohesion?

During the discussion prompt students to provide reasons and evidence for their thinking and assist them to make progress in their understanding.

*Resources:*

Starting points for research:

Migrant experiences:

* [Immigration Nation](http://education.abc.net.au/home#!/media/2893164/an-immigration-nation)
* [Dutch migration](•%09http:/education.abc.net.au/home#!/media/2438725/a-dutch-migrant-in-lavington)
* [Generational change and Italian migrants](•%09http:/education.abc.net.au/home#!/media/28674/generational-change-for-italian-migrants)
* [Young Australian of the Year, Akram Azimi](http://education.abc.net.au/home#!/media/598881/young-australian-of-the-year-akram-azimi)
* [Ramadan in Australia](http://education.abc.net.au/home#!/media/2893068/ramadan-in-australia)
* [Immigration Museum](https://museumsvictoria.com.au/immigrationmuseum)

Effects of immigration:

* [How big should Australia be?](http://www.abc.net.au/news/2017-05-15/whats-the-perfect-immigration-scenario-for-australia/8521760)
* [The changing face of Victoria](http://www.slv.vic.gov.au/whats-on/changing-face-victoria):

[Examining racial bias](http://www.sbs.com.au/learn/faceuptoracism/howto)

Lessons 8 and 9 – Social cohesion in multicultural Australia

*Rubric areas targeted:*

* 1.3 Describes how migration has changed Australian society
* 2.2. Describes how cultural diversity might create challenges for social cohesion
* 3.1 Examines the extent to which Australia is socially cohesive
* 3.3 Appraises the extent to which migration has made Australia more cohesive

Explain to the class that the previous work on migration experiences and social cohesion will now be brought together in an analysis of how socially cohesive Australia is.

Ask students to respond to the following question in an essay: *Australia has become culturally diverse, but to what extent has it become socially cohesive?*

Students should refer to their research and other materials used in previous lessons and ensure they comment on connections between migration, cultural diversity and social cohesion in Australia.

Ask students to share their responses and to give feedback to others.

Lesson 10 – Celebration of cultural diversity

*Rubric area targeted:*

* 1.1 Explains social cohesion using examples

To conclude the unit in a socially inclusive way, hold a lunch celebrating cultural diversity. Ask students to bring in a dish reflecting their cultural background and to feel free to invite relatives. Remind students that food not only nourishes the body but gives variety and interest to enrich our lives.

Encourage students to reflect on what they have learnt throughout the unit over the course of the lunch.

NB. If preparing any of the food on site, ensure that you follow the school’s guidelines regarding food preparation and safety.

Work samples

Samples have not been corrected for expression or accuracy.

Sample 1

Video: Vietnamese and Italian migration (student presentation).

***This sample demonstrated the following actions in the rubric:***

1.3 Describes how migration has changed Australian society

3.3 Appraises the extent to which migration has made Australia more cohesive

4.1 Identifies migration challenges for an individual/family

***Progression:***

The next step for the student would be to give more than one example of a challenge faced by her migrant family and to identify why the benefits brought by Italian and Vietnamese migrants to Australia might relate to social cohesion.

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|  |  | *Sample 1* | *Intercultural Capability, Levels 9 and 10* | | | |
|  |  |  | *Phase 1* | *Phase 2* | *Phase 3* | *Phase 4* |
|  |  |  | *Students in this phase can examine social cohesion and the cohesion of Australian society* | *Students in this phase can identify challenges of maintaining a cohesive society* | *Students in this phase can analyse how cultural diversity affects the cohesion of Australian society* | *Students in this phase can analyse how migration experiences influence cohesion in Australian society* |
|  | | |  |  |  |  |
| *Organising Element/s* | *Action* |  | *Quality Criteria* | | | |
| Cultural Diversity strand | 1. Explores the relationships between cultural diversity and social cohesion | *Insufficient evidence* | *1.1 Explains social cohesion using examples* |  | *1.2 Explains the relationship between cultural diversity and social cohesion* | *1.3 Describes how migration has changed Australian society* |
| 2. Explores factors that challenge social cohesion | *Insufficient evidence* |  | *2.1 Identifies factors that challenge social cohesion* | *2.2. Describes how cultural diversity might create challenges for social cohesion* |  |
| 3. Examines the extent to which Australia is socially and culturally cohesive | *Insufficient evidence* | *3.1 Examines the extent to which Australia is socially cohesive* |  | *3.2 Explains how racism affects social cohesion in Australia* | *3.3 Appraises the extent to which migration has made Australia more cohesive* |
|  | 4. Explores connection between individual/family migration experiences and social cohesion | *Insufficient evidence* |  | *4.1 Identifies migration challenges for an individual/family* | *4.2 Analyses the contribution of a migrant individual/family to Australian society* |  |

Sample 2

Video: Sudanese and Italian migration (student presentation).

***This sample demonstrated the following actions in the rubric:***

4.1 Identifies migration challenges for an individual/family

Progress towards 4.2 Analyses the contribution of a migrant individual/family to Australian society

***Progression:***

The next step for the student would be to comment on the extent to which Sudanese and Italian migration has made Australia more cohesive.

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|  |  | *Sample 2* | *Intercultural Capability, Levels 9 and 10* | | | |
|  |  |  | *Phase 1* | *Phase 2* | *Phase 3* | *Phase 4* |
|  |  |  | *Students in this phase can examine social cohesion and the cohesion of Australian society* | *Students in this phase can identify challenges of maintaining a cohesive society* | *Students in this phase can analyse how cultural diversity affects the cohesion of Australian society* | *Students in this phase can analyse how migration experiences influence cohesion in Australian society* |
|  | | |  |  |  |  |
| *Organising Element/s* | *Action* |  | *Quality Criteria* | | | |
| Cultural Diversity strand | 1. Explores the relationships between cultural diversity and social cohesion | *Insufficient evidence* | *1.1 Explains social cohesion using examples* |  | *1.2 Explains the relationship between cultural diversity and social cohesion* | *1.3 Describes how migration has changed Australian society* |
| 2. Explores factors that challenge social cohesion | *Insufficient evidence* |  | *2.1 Identifies factors that challenge social cohesion* | *2.2. Describes how cultural diversity might create challenges for social cohesion* |  |
| 3. Examines the extent to which Australia is socially and culturally cohesive | *Insufficient evidence* | *3.1 Examines the extent to which Australia is socially cohesive* |  | *3.2 Explains how racism affects social cohesion in Australia* | *3.3 Appraises the extent to which migration has made Australia more cohesive* |
|  | 4. Explores connection between individual/family migration experiences and social cohesion | *Insufficient evidence* |  | *4.1 Identifies migration challenges for an individual/family* | *4.2 Analyses the contribution of a migrant individual/family to Australian society* |  |

Sample 3

Extract from essay: *Australia has become culturally diverse, but to what extent has it become socially cohesive?*

***The full essay demonstrated the following actions in the rubric:***

By being a multicultural country, Australia has experienced many new things. Citizens have been able to understand cultures other than their own. The government now views Australia as having strong cultural diversity, which is a source of both social and economic wealth. Australia is creating a variety of mixed cultural standards. In 2014, Geoffrey Brahm Levey wrote an article entitled ‘Nothing “hard” about Australian multiculturalism’. The article describes how Australia has a ‘soft’ form of multiculturalism rather than a ‘hard’ form. The ‘soft’ form, which initially characterised Australian multiculturalism in the 1970’s, ‘simply named that traditional willingness of Australians to tolerate cultural and ethnic diversity and make newcomers reasonably welcome.’ In contrast, ‘hard’ multiculturalism sees it necessary for the state to manage our cultural diversity and in particular to establish institutions and policies for eliminating racism and discrimination. Though initially well intentioned, the ‘hard’ form quickly developed into an obsessive determination to promote diversity as an end in itself and began to ‘cast doubt on the very legitimacy of the notion of a core national culture.’ In a sense, Australia has transformed but perhaps not in the way that anybody wanted.

To what extent has Australia become socially cohesive? Comparing the past to now, the policies that the Australian Government has implemented have supported immigrants. The generation now is unable to accept that racism is still a prominent dilemma. From a psychological point of view, racism can only be stopped when the individual themselves wants racism to stop. Scientifically however, different races do not exist. It is simply the pigmentation in someone’s skin that makes them unique. Despite the Bible going against racism and teaching its people indirectly that racism is a sin, it is still occurring. Despite all of these points, Australia is a multicultural country. It is a country that has weaved in many cultures and is united for that fact. Australia has matured to some extent, but it still has a long way to go before it is truly socially cohesive. After all, racism is the biggest threat in common societies because it conveys the most amount of hate with minimal reasoning.

1.3 Describes how migration has changed Australian society

2.1 Identifies factors that challenge social cohesion

2.2. Describes how cultural diversity might create challenges for social cohesion

3.2 Explains how racism affects social cohesion in Australia

***Progression:***

The next step for the student would be to identify what can be done to minimise racism and build social cohesion.

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|  |  | *Sample 3* | *Intercultural Capability, Levels 9 and 10* | | | |
|  |  |  | *Phase 1* | *Phase 2* | *Phase 3* | *Phase 4* |
|  |  |  | *Students in this phase can examine social cohesion and the cohesion of Australian society* | *Students in this phase can identify challenges of maintaining a cohesive society* | *Students in this phase can analyse how cultural diversity affects the cohesion of Australian society* | *Students in this phase can analyse how migration experiences influence cohesion in Australian society* |
|  | | |  |  |  |  |
| *Organising Element/s* | *Action* |  | *Quality Criteria* | | | |
| Cultural Diversity strand | 1. Explores the relationships between cultural diversity and social cohesion | *Insufficient evidence* | *1.1 Explains social cohesion using examples* |  | *1.2 Explains the relationship between cultural diversity and social cohesion* | *1.3 Describes how migration has changed Australian society* |
| 2. Explores factors that challenge social cohesion | *Insufficient evidence* |  | *2.1 Identifies factors that challenge social cohesion* | *2.2. Describes how cultural diversity might create challenges for social cohesion* |  |
| 3. Examines the extent to which Australia is socially and culturally cohesive | *Insufficient evidence* | *3.1 Examines the extent to which Australia is socially cohesive* |  | *3.2 Explains how racism affects social cohesion in Australia* | *3.3 Appraises the extent to which migration has made Australia more cohesive* |
|  | 4. Explores connection between individual/family migration experiences and social cohesion | *Insufficient evidence* |  | *4.1 Identifies migration challenges for an individual/family* | *4.2 Analyses the contribution of a migrant individual/family to Australian society* |  |

Sample 4

Extract from essay: *Australia has become culturally diverse, but to what extent has it become socially cohesive?*

***The full essay demonstrated the following actions in the rubric:***

One in five Australians has experienced racism in the last 12 months according to one of the biggest surveys ever conducted on racism and prejudice in Australia, commissioned by SBS with the Western Sydney University. Professor Kevin Dunn, from Western Sydney University, led the survey of just over 6000 respondents and examined issues including attitudes to cultural differences, tolerance of specific groups and racial hierarchy. These are some statistics that show within a short period how racism is exploited whether it is to be shown in a public location such as transport or in general this gives us an average based opinion on us as Australians how many people within different cultures face racism. [Gives statistics.]

There was one social experiment that showed 2 white female actresses play the role of a white racist towards a female Muslim and the outcome was to see how many Australians would help in this situation – this social experiment showcased a Muslim wearing a hijab and the outcome was to evaluate the responses to this. The results were 80% good and 20% bad, there were a lot of Australians sticking up for the lady being criticised for what she was wearing and experiencing racially harsh terms, some just sat there and decided to not get involved. Most Australians want to help and give justice to those facing racism.

Progress towards 2.1 Identifies factors that challenge social cohesion

Progress towards 3.2 Explains how racism affects social cohesion in Australia

***Progression:*** The next steps for the student would be to explain why racism might be a concern for people beyond those directly affected, and to make a connection between Australians wanting to ‘help and give justice to those facing racism’ and social cohesion.

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| --- | --- | --- | --- | --- | --- | --- |
|  |  | *Sample 4* | *Intercultural Capability, Levels 9 and 10* | | | |
|  |  |  | *Phase 1* | *Phase 2* | *Phase 3* | *Phase 4* |
|  |  |  | *Students in this phase can examine social cohesion and the cohesion of Australian society* | *Students in this phase can identify challenges of maintaining a cohesive society* | *Students in this phase can analyse how cultural diversity affects the cohesion of Australian society* | *Students in this phase can analyse how migration experiences influence cohesion in Australian society* |
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| *Organising Element/s* | *Action* |  | *Quality Criteria* | | | |
| Cultural Diversity strand | 1. Explores the relationships between cultural diversity and social cohesion | *Insufficient evidence* | *1.1 Explains social cohesion using examples* |  | *1.2 Explains the relationship between cultural diversity and social cohesion* | *1.3 Describes how migration has changed Australian society* |
| 2. Explores factors that challenge social cohesion | *Insufficient evidence* |  | *2.1 Identifies factors that challenge social cohesion* | *2.2. Describes how cultural diversity might create challenges for social cohesion* |  |
| 3. Examines the extent to which Australia is socially and culturally cohesive | *Insufficient evidence* | *3.1 Examines the extent to which Australia is socially cohesive* |  | *3.2 Explains how racism affects social cohesion in Australia* | *3.3 Appraises the extent to which migration has made Australia more cohesive* |
| 4. Explores connection between individual/family migration experiences and social cohesion | *Insufficient evidence* |  | *4.1 Identifies migration challenges for an individual/family* | *4.2 Analyses the contribution of a migrant individual/family to Australian society* |  |

Teacher reflections

Teachers involved in the Intercultural Capability Project were invited to reflect on their curriculum planning and teaching experience.

The teachers of this unit stated:

*As the unit of work is taught in Year 10 Italian, the larger focus area of immigration is taught first. Students are asked to share personal stories of their familial immigration journeys and research the narrative of Italian migrants coming to Australia. Students were asked to respond to some tasks in both English and Italian.*