# Ethical Capability – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation to Level 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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. | By the end of Level 2, students describe ethical concepts and associated behaviours using an example. They use examples to show why values, rights and responsibilities, and shared expectations are considered important, and they identify the influence of emotions and dispositions on ethical perspectives.Students identify examples of situations involving disagreements about right, wrong, good, bad, better or worse, including reasons for disagreements. They identify examples of actions in response to these situations. They select an action and provide reasons for their decision, with reference to emotions, dispositions or consequences. | Similar cognitive demand but now with a broader focus, for example from a specific emphasis on feelings to ‘reasons for disagreements’ to allow for stronger alignment to learning areas |

### Content descriptions

#### VC2 strand: Understanding Ethical Concepts and Perspectives

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts (VCECU001) | ethical concepts including right, wrong, better and worse, and behaviours associated with these VC2CE2U01 | Similar content but revised for clarity, with ‘better and worse’ introduced here rather than in Levels 3 and 4 |
|  | examples of values, rights and responsibilities, and shared expectations, and reasons they are importantVC2CE2U02 | Introduced to align with learning areas |
| Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECD003) | how emotions and dispositions including honesty and kindness influence ethical perspectivesVC2CE2U03 | Drawn from VC1 content in the Decision-making and Actions strand and introduced here to enable analysis to strengthen alignment to learning areas and provide background knowledge to support evaluation, which is covered in the Decision-making and Actions strand  |

####  VC2 strand: Decision-making and Actions

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECD002) | situations where people disagree about what is right, wrong, good, bad, better or worse, and reasons for disagreementsVC2CE2D01 | Similar content but revised to align with the Understanding Ethical Concepts and Perspectives strand, allowing for knowledge in that strand to be applied to issues in this strand |
| Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECD003) | emotions and dispositions and their influence on the way people behave; how thinking about consequences of actions can guide decision-making when people disagree about right, wrong, good, bad, better or worseVC2CE2D02 | Similar content but ‘consequences’ added to strengthen developmental continuum and allow for stronger alignment to learning areas |

## Levels 3 and 4

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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. | By the end of Level 4, students describe ethical concepts using examples from a range of situations. They identify an ethical perspective and describe influences on the ethical perspective.Students identify an ethical dilemma or issue and describe the ethical perspectives and concepts involved. They identify actions in response to an ethical issue and identify the consequences, with reference to ethical concepts. Students describe a selected action and reasons for the decision made, with reference to the ethical significance of an outcome and how it is achieved. They describe ethical perspectives on a decision made in response to an ethical issue or dilemma. | Similar cognitive demand but revised for more accessible language and improved clarity and coherence regarding what the assessment of engagement with an ethical issue involves in this band |

### Content descriptions

#### VC2 strand: Understanding Ethical Concepts and Perspectives

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations (VCECU004) | the meaning of ethical concepts including fairness, tolerance and harm and a range of behaviours associated with theseVC2CE4U01 | Similar content but revised for greater clarity |
| Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why (VCECU005) | what an ethical perspective is, and how values, shared expectations, and rights and responsibilities influence ethical perspectivesVC2CE4U02 | Similar content to VCECU005 and VCECD008, with content related to VCECD008 moved from the Decision-making and Actions strand to here in order to continue the developmental continuum on shared expectations, rights and responsibilities |
| Discuss the ways to identify ethical considerations in a range of problems (VCECU006) | how personal experiences, self-interest and dispositions including generosity influence ethical perspectivesVC2CE4U03 | Similar content on dispositions in VCECD008 moved from the Decision-making and Actions strand to here to improve coherence; ‘experiences’ and ‘self-interest’ introduced to strengthen alignment to learning areas; and content related to VCECU006 moved to VC2CE4D01 in the Decision-making and Actions strand for coherence |

####  VC2 strand: Decision-making and Actions

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore how apparently wrong actions can sometimes lead to good outcomes and the reverse (VCECD007) | what makes a situation an ethical dilemma or ethical issue; how ethical concepts such as fairness can be used to identify and describe an ethical issue or dilemma; how people hold ethical perspectives on ethical issues and dilemmas, their ethical significance and responses to themVC2CE4D01 | Similar content to VC1 VCECU006 in the Understanding Concepts strand but unpacked further to improve clarity and accessibility |
| Discuss the role of personal values and dispositions in ethical decision-making and actions (VCECD008) | the influence of intention on behaviour, whether good intentions always lead to good outcomes, and the importance of considering the ethical significance of an outcome as well as how it is achieved when making decisions in response to an ethical issue or dilemmaVC2CE4D02 | Similar content to VC1 VCECD007 but with improved clarity, with VC1 content for VCECD008 moved to the Understanding Ethical Concepts and Perspectives strand |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 6, students explain the meaning and ethical significance of a range of ethical concepts in different contexts. They explain influences on ethical perspectives and connections between various influences. Students identify and describe an ethical issue and explain the ethical perspectives involved. They identify and describe a range of actions in response to an ethical issue and describe the consequences, with reference to ethical concepts. Students explain the decision-making used to select one or more actions, with reference to an ethical framework and ethical concepts. They explain ethical perspectives on decisions made. | Similar cognitive demand but revised for more accessible language and improved clarity and coherence regarding what the assessment of engagement with an ethical issue involves in this band |

### Content descriptions

#### VC2 strand: Understanding Ethical Concepts and Perspectives

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued (VCECU009) | the meaning of ethical concepts including respect and beneficence, and ethical concepts such as happiness or truth that can vary in importance or meaning in different contextsVC2CE6U01 | Similar content but with ‘beneficence’, a common ethical concept, introduced to link to a wider range of learning areas, in particular science,  |
| Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles (VCECU010) | the meaning of a worldview, and how worldviews influence ethical perspectives, and simple connections between influences on ethical perspectives, such as between rights and responsibilities and shared expectations, or between worldviews and values VC2CE6U02 | Similar content but with a focus on ethical perspectives rather than action, which is now the focus of the Decision-making and Actions strand |
| Examine how problems may contain more than one ethical issue (VCECU011) | how conscience, care, personal and non-personal experiences and dispositions including self-restraint influence ethical perspectives, and simple connections between these influences such as between care and experienceVC2CE6U03 | Similar content on conscience moved from VCECD013 in the Decision-making and Actions strand to here to improve coherence; developmental continuum strengthened; ‘reasoning’ recast as ‘open-mindedness’ at Levels 7 and 8 to improve accessibility; and content on ethical issues moved to the Decision-making and Actions strand for coherence |

#### VC2 strand: Decision-making and Actions

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore the significance of ‘means versus ends’ by considering two ways to act when presented with a problem: one that privileges means and one ends (VCECD012) | how ethical perspectives and ethical concepts are used to identify and describe ethical issues, including their ethical significance, and how they are also used to explain responses to them, including their ethical significanceVC2CE6D01 | Revised to strengthen developmental continuum and improve accessibility, with students no longer required to analyse issues within issues |
| Discuss the role and significance of conscience and reasoning in ethical decision-making (VCECD013) | the meaning of an ethical framework, and how the consequences framework, duties framework and virtues framework can each guide decision-making in response to an ethical issueVC2CE6D02 | Similar content to VC1 VCECD012 but language revised to enable a clearer developmental continuum, including discussion of the virtues framework |

## Levels 7 and 8

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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. | By the end of Level 8, students identify the meaning of and criteria associated with a range of ethical concepts. They identify and explain reasons for similarities and differences in ethical perspectives. Students identify and explain an ethical issue, comparing ethical perspectives involved. They identify and explain a range of actions in response to an ethical issue and explain the consequences, with reference to ethical concepts. Students explain and reflect on decision-making between competing actions in response to an ethical issue, with reference to an ethical framework and ethical concepts, and they compare ethical perspectives on decisions made. | Similar cognitive demand but aligned to revisions in content, and revised for more accessible language and improved clarity and coherence regarding what the assessment of engagement with an ethical issue involves in this band |

### Content descriptions

#### VC2 strand: Understanding Ethical Concepts and Perspectives

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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) | the meaning of and criteria associated with ethical concepts including justice, freedom, equality and non-maleficence in different contextsVC2CE8U01 | Similar content but with ‘non-maleficence’ included as it aligns with a wide range of learning areas, and clearer language on contestability and what this means  |
| Investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought (VCECU015) | how ethical perspectives may be individual or shared, and reasons for similarities and differences in ethical perspectives, such as similar or different values or worldviewsVC2CE8U02 | Similar content but with language revised to improve accessibility |
| Investigate criteria for determining the relative importance of matters of ethical concern (VCECU016) | how dispositions including open-mindedness, personal and non-personal experiences and context influence ethical perspectives and can help to explain similarities and differences in ethical perspectivesVC2CE8U03 | VC1 content has been retained but recast as ‘ethical significance’ and embedded throughout continuum to improve clarity on how learning area contexts can be brought together with Ethical Capability; context and experience are retained from VCECD018 in the Decision-making and Actions strand, and open-mindedness is introduced to strengthen alignment with learning areas; and further revisions made to support a more coherent developmental continuum |

#### VC2 strand: Decision-making and Actions

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Discuss the role of context and experience in ethical decision-making and actions (VCECD018) | how ethical perspectives and criteria associated with ethical concepts are used to identify and explain ethical issues, including their ethical significance, and to explain responses to ethical issues, including their ethical significanceVC2CE8D01 | VC1 content embedded here, with revised content enabling a coherent progression from Foundation to Level 10 |
| Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action (VCECD017) | strengths and limitations of the consequences framework, duties framework and virtues framework, and how these and alternative frameworks can guide decision-making in response to an ethical issueVC2CE8D02 | Similar content but broadened to allow for stronger alignment to learning area contexts |

## Levels 9 and 10

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students explain connections and distinctions between ethical concepts, identifying areas of contestability in their meanings and relative value.Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues. They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. They explain how different factors involved in ethical decision-making can be managed. | By the end of Level 10, students analyse distinctions, connections and tensions between ethical concepts in different situations or contexts. They analyse how ethical perspectives develop and can be challenged and change, and how an ethical perspective can be negotiated.Students identify and analyse an ethical issue, comparing ethical perspectives involved. They identify and analyse a range of actions and their consequences in response to an ethical issue, with reference to ethical concepts. Students explain and reflect on decision-making between competing actions, with reference to a range of ethical frameworks and ethical concepts, and they analyse and compare ethical perspectives on decisions made. | Similar cognitive demand but aligned to revisions in content with more accessible language and improved clarity and coherence regarding what the assessment of engagement with an ethical issue involves in this band |

### Content descriptions

#### VC2 strand: Understanding Ethical Concepts and Perspectives

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Investigate the connections and distinctions between and the relative value of concepts including fairness and equality, and respect and tolerance (VCECU019) | the distinction between ethical and legal, and the distinction, connection and/or tension between ethical concepts such as trust and integrity, or individual happiness and the common good, in different contextsVC2CE10U01 | Similar content but with content on ‘ethical and legal’ from VC1 VCECU021 moved here for greater coherence |
| 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) | how and why ethical perspectives can be challenged and changed, such as increasing cultural diversity challenging a conception of shared expectations, and factors that support negotiating a shared ethical perspective such as respect for human rightsVC2CE10U02 | VC1 content on analysis of problems moved to the Decision-making and Actions strand for coherence, and other revisions made to improve learning progression |
| Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues (VCECU021) | interconnections between dispositions, experiences, emotions and/or context and how these influence and can challenge and change ethical perspectivesVC2CE10U03 | Content on ethical and legal moved to VC2CE10U01 for coherence; further revisions made to improve learning progression, and content on issues moved to the Decision-making and Actions strand for coherence |

#### VC2 strand: Decision-making and Actions

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Investigate how different factors involved in ethical decision-making can be managed by people and groups (VCECD023) | how connections, distinctions and tensions between ethical concepts and between ethical perspectives are used to identify and analyse ethical issues, including their ethical significance, and how they are used to analyse responses to ethical issues, including their ethical significanceVC2CE10D01 | VC1 content regarding ethical issues has been retained but broadened out to align with a greater range of learning areas |
| Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches (VCECD022) | how more than one of the consequences framework, duties framework or virtues framework can be used to guide decision-making in response to an ethical issue, and similarities and differences between these and alternative ethical frameworksVC2CE10D02 | Similar content but made more accessible, with revisions ensuring coherent learning progression from the Levels 7 and 8 band  |