# Intercultural 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 begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. They describe their experiences of intercultural encounters, and identify cultural diversity in their school and/or community.Students explain how they might respond in different cultural situations. | By the end of Level 2, students identify and describe ways in which culturally and worldview diverse individuals and families live. They identify and describe a range of ways to be respectful in intercultural experiences and identify and describe cultural diversity in familiar places. | Similar cognitive demand but students describe rather than explain responses in cultural situations. Revisions to align with revised content descriptions |

### Content descriptions

####  VC2 strand: Culture, Identity and Belonging

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify what is familiar and what is different in the ways culturally diverse individuals and families live (VCICCB001) | ways in which culturally diverse individuals and families live, including their own familyVC2CI2C01 | Similar content  |
| Describe their experiences of intercultural encounters in which they have been involved (VCICCB002)Imagine and explain what their responses might be if they were placed in a different cultural situation or setting (VCICCD004) | verbal and non-verbal ways to engage respectfully with people from diverse culturesVC2CI2C02 | Merged with VCICCD004; more proactive focus on knowledge underpinning respectful relationships |

####  VC2 strand: Cultural Diversity

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify and discuss cultural diversity in the school and/or community (VCICCD003) | cultural diversity in familiar places, including the school and/or local communityVC2CI2D01 | Similar content  |
|  | expressions of worldview diversity in familiar places and contexts, such as at local festivals and sacred sites or through caring for places and other living thingsVC2CI2D02 | New content on worldviews, with this new content description unpacking how individuals and families live from a worldview diversity perspective. VCICCD004 has been merged into the Culture, Identity and Belonging strand (see VC2CI2C02). |

## 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 are able to compare a range of cultural practices and explain their influence on people’s relationships. They explain what they have learnt about themselves and others from intercultural experiences.Students explain the role of cultural traditions in the development of various identities. They develop critical perspective on and respect for their own and others cultures. | By the end of Level 4, students describe similarities and differences among diverse cultures and describe ways in which diverse cultural and worldview communities foster a sense of belonging and inclusion. They explain what they can learn about themselves and others from intercultural experiences and identify and describe ways to build intercultural understanding among culturally diverse groups and individuals, including through intercultural experiences. | Similar cognitive demand but links between different strands clarified. Further revisions to align with revised content descriptions |

### Content descriptions

#### VC2 strand: Culture, Identity and Belonging

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Compare their own and others cultural practices, showing how these may influence the ways people relate to each other (VCICCB005) | similarities and differences among diverse cultures, including their own, and how cultural communities foster a sense of belonging and inclusionVC2CI4C01 | Similar content but with greater emphasis on how relationships foster belonging and inclusion |
| Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures (VCICCB006) | understandings that can be gained from intercultural experiences, including a critical perspective on, and respect for, diverse cultures, including their ownVC2CI4C02 | Similar content but with greater emphasis on knowledge underpinning an ability to describe what they have learnt |

####  VC2 strand: Cultural Diversity

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify how understandings between culturally diverse groups can be encouraged and achieved (VCICCD008) | ways in which intercultural understanding between culturally diverse groups can be encouraged and achievedVC2CI4D01 | Similar content but with greater emphasis on underpinning knowledge |
| Explain the role of cultural traditions in the development of personal, group and national identities (VCICCD007) | how non-religious, religious and spiritual communities foster a sense of belonging and inclusion for their members VC2CI4D02 | Similar content but revised to be more accessible, placing emphasis on how identity connects to belonging and inclusion, and updating terminology from ‘cultural traditions’ to ‘worldview’ and ‘non-religious, religious and spiritual communities’  |

## 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 demonstrate an understanding of how beliefs and practices can be influenced by culture and explain how intercultural experiences can influence beliefs and behaviours.Students identify the barriers to and means of reaching understandings within and between culturally diverse groups and the ways in which effective engagement with those groups is promoted or inhibited. | By the end of Level 6, students explain cultural influences on identity and explain how attitudes, beliefs and behaviours can influence intercultural experiences positively and negatively.They explain barriers to and enablers of critical and respectful engagement among culturally and worldview diverse individuals and groups, considering the role of community and government initiatives and intercultural experiences. | Stronger emphasis on the interconnection between attitudes, beliefs and behaviours and intercultural experiences. Greater transparency on the connection between strands |

### Content descriptions

####  VC2 strand: Culture, Identity and Belonging

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VCICCB009) | how identity can be influenced by one or more culturesVC2CI6C01 | Similar content but more explicit that identity can be influenced by more than one culture |
| Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures (VCICCB010) | how attitudes, beliefs and behaviours can affect intercultural experiences positively or negatively, considering empathy and inclusion, discrimination and stereotypingVC2CI6C02 | Greater clarity on what is involved in a critical perspective, and stronger developmental progression from Levels 3 and 4 |

####  VC2 strand: Cultural Diversity

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify barriers to and means of reaching understandings within and between culturally diverse groups (VCICCD011) | barriers to and enablers of critical and respectful engagement within and between diverse cultural groupsVC2CI6D01 | Similar content |
| 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) | community and government initiatives to promote harmony and respect among people with diverse worldviewsVC2CI6D02 | Removed duplication between first clause in VCICCD012 and content in VCICCD011; otherwise, similar content but with greater clarity |

## 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 how cultural practices may change over time in a range of contexts. They understand how cultural groups can be represented, and comment on the effects of these representations.Students understand the challenges and benefits of living and working in culturally diverse communities. | By the end of Level 8, students explain how cultural change can influence identity and a sense of belonging and inclusion. They evaluate cultural safety in different intercultural contexts. They explain the importance of rights and responsibilities, and evaluate how they intersect with worldviews in different contexts.Students analyse the challenges and benefits of living and working in a culturally diverse society and an interconnected and culturally diverse world. | Stronger developmental progression from Levels 5 and 6 |

### Content descriptions

####  VC2 strand: Culture, Identity and Belonging

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse the dynamic nature of own and others cultural practices in a range of contexts (VCICCB013) | change in cultures, including their own, in a range of contexts, and how this influences identity and a sense of belonging and inclusionVC2CI8C01 | Similar content but with reference to identity and belonging and inclusion providing a stronger developmental continuum from Levels 3 to 6 |
| Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations (VCICCB014) | attitudes, beliefs and behaviours that foster cultural safety in different contextsVC2CI8C02 | Updated to focus on cultural safety, which could include consideration of representation, and clearer developmental progression from Levels 5 and 6 |

####  VC2 strand: Cultural Diversity

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify the challenges and benefits of living and working in a culturally diverse society (VCICCD015) | the benefits and challenges of living and working in a culturally diverse society and an interconnected and culturally diverse worldVC2CI8D01 | Similar content but with inclusion of interconnected world, allowing stronger alignment with learning areas that reference interconnections |
| 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) |  | Removed duplication, as covered under VC2CI8D01 and also covered under content on cultural safety and rights and responsibilities |
|  | the importance of rights and responsibilities, and how rights and responsibilities intersect with diverse worldviews in different contextsVC2CI8D02 | New content description. Draws on VCICCD016 but strengthens understanding of worldview diversity and social cohesion |

## 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 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. | By the end of Level 10, students explain a range of ways in which diverse cultures influence one another, and analyse how this impacts identity and a sense of belonging and inclusion. They explain how institutions influence intercultural relations and experiences in different contexts, and analyse the challenges and benefits of building and maintaining a cohesive, culturally diverse society.Students evaluate worldview community inclusion in addressing social and environmental challenges, analysing the contribution of diverse worldviews. | Similar cognitive demand but with stronger developmental continuum from Levels 7 and 8 |

### Content descriptions

####  VC2 strand: Culture, Identity and Belonging

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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) | how diverse cultures, including their own, influence one another in a range of contexts and how this impacts identity and a sense of belonging and inclusionVC2CI10C01 | Similar content with stronger connection between cultural practices, identity and belonging and inclusion, and more accessible wording |
| 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) | ways in which intercultural relations and intercultural experiences are influenced by policies and practices of a range of institutionsVC2CI10C02 | Partly merged into VC2CI10C01, with updated emphasis on the study of systemic factors and their influence on intercultural relations and experiences, which also strengthens developmental progression |

####  VC2 strand: Cultural Diversity

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (VCICCD019) |  | Merged into VC2CI10D01, with duplication removed |
| Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion (VCICCD020) | the components of a cohesive, culturally diverse society and the benefits and challenges of building and maintaining social cohesionVC2CI10D01 | Similar content |
|  | how diverse worldviews can contribute to addressing social and environmental challengesVC2CI10D02 | New content description. Continues learning continuum on worldviews and social cohesion and strengthens alignment with learning areas that consider social and environmental challenges. |