Introducing Ethical Capability Version 2.0

The revised Victorian Curriculum F–10 Ethical Capability emphasises an understanding of influences on ethical perspectives and the use of ethical frameworks. This enables a more diverse range of approaches to support ethical decision-making.

Ethical Capability Version 2.0 has enhanced alignment with learning areas, improved the progression of learning, and increased the clarity and coherence of the curriculum as a whole. The revisions have drawn on the expertise of teachers, academics and other educational experts.

The skills developed in the Ethical Capability curriculum support senior secondary studies that involve critical engagement with ethical issues and concepts in personal, social and broader non-human or environmental contexts.

Curriculum structure based on 2 interrelated strands

* **The 2-strand structure of Ethical Capability has been retained** and the strand names have been revised, to reflect the reorganisation of content:
* The refined strand name Understanding Ethical Concepts and Perspectives includes content on ethical concepts and factors that influence ethical perspectives.
* Content in the Decision-making and Actions strand focuses on applying knowledge from the Understanding Ethical Concepts and Perspectives strand to ethical issues.
* **Teachers can easily integrate content from the 2 strands in and across learning areas**. This enables teachers to control how the Ethical Capability is used to add depth to the study of different content within each learning area.

Easier to plan and implement

* **Key overarching questions in band descriptions** expand the Version 2.0 introductory material.
* **Connections to the cross-curriculum priorities are stronger**:
* Influences on ethical perspectives are emphasised to support engagement with all cross-curriculum priorities.
* The introduction of content on alternative ethical frameworks strengthens engagement with Aboriginal and Torres Strait Islander Histories and Cultures, as well as Asia and Australia’s Engagement with Asia, through relevant learning area contexts.
* Revisions to content descriptions and elaborations encourage deeper understanding of perspectives on sustainability issues.
* **Verbs, or command terms, have been removed from the start of content descriptions**.This gives teachers greater control over the depth of learning, and enables them to respond to student need and nuance planning to suit learning area contexts.
* **Skills are set out with a clear and consistent sequence and progression** across the bands (as evidenced in the scope and sequence charts), helping teachers engage with and track skill development.

* **Achievement standards more clearly describe what is expected** in the analysis and evaluation of an ethical issue and associated actions through the Decision-making and Actions strand.
* **Content descriptions are more concise and align more closely with achievement standards**.
* **Plain English alternatives to technical terms are used** to assist teachers to unpack content descriptions while maintaining rigour.
* **Content descriptions have been reviewed as a whole to strengthen the learning progression across the bands**.

Other key revisions

* **‘Ethical frameworks’ replaces the term ‘ethical principles’** to promote a broader view of influences on ethical perspectives. This term enables the study of a more diverse range of ways to support ethical decision-making.
* **Terminology new to the curriculum**, as part of an expanded glossary, includes:
* **ethical frameworks**: agreed theories, methods or processes used for ethical decision-making
* **ethical perspectives**: views people hold that inform their values, worldviews and dispositions.

Foundation to Level 6

* The Foundation to Level 6 curriculum aligns to the Victorian Early Years Learning and Development Framework, extending student learning about values, rights and responsibilities, and shared expectations, and why these concepts are important.
* The concept of ethical frameworks is introduced at Levels 5 and 6, alongside ethical concepts. This will help students explain the decision-making they use for selected actions.

Levels 7 to 10

* The concept of ethical frameworks extends to Levels 7 to 10, where it is taught with increased rigour, including added scope to use alternative ethical frameworks alongside the consequences, duties and virtues frameworks. This supports engagement with Aboriginal and Torres Strait Islander Histories and Cultures, as well as Asia and Australia’s Engagement with Asia, through learning area contexts.

► For detailed revisions, see the [Ethical Capability – comparison of curriculums](https://f10.vcaa.vic.edu.au/capabilities/ethical-capability/resources) document, which compares individual content descriptions and achievement standards for Version 1.0 and Version 2.0.