# Personal and Social 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

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Foundation Level, students identify and express a range of emotions in their interactions with others. They recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths. They recognise that attempting new and challenging tasks are an important part of their development.Students identify different types of relationships. They begin to identify and practise basic skills for including and working with others in groups. | By the end of Foundation, students identify emotions and their own and others’ responses in different situations and interactions. They recognise their own and others’ personal strengths and interests. They identify a range of strategies for supporting themselves and others when experiencing social, emotional and learning challenges, and recognise that attempting challenges and new experiences is an important part of their development.Students identify different types of relationships and the skills for developing them, and describe behaviours that support inclusion and collaboration. | Similar cognitive demand and strengthened opportunity to map content across different strands. Further revisions to align with revised content descriptions |

### Content descriptions

#### VC2 strand: Self-awareness and Management

##### VC2 sub-strand: Emotional awareness and management

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001) | verbal and non-verbal ways to recognise and identify emotional responses and situations associated with themVC2CPFS01 | Developed into 2 content descriptions Similar content but more inclusive of neurodiverse studentsStrengthens coping and empathy-building in line with best-practice social and emotional learning |
| strategies for identifying and coping with negative emotions, and for considering the feelings of othersVC2CPFS02 |

##### VC2 sub-strand: Self-efficacy and sense of purpose

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify their likes and dislikes, needs and wants, abilities and strengths (VCPSCSE002) | examples of different personal strengths and interests; examples of when and how personal strengths are usedVC2CPFS03 | Similar content but reworded to support a clearer developmental continuum |
| Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems (VCPSCSE003) | how problems and challenges are a part of everyday life, and actions that can be taken to manage themVC2CPFS04 | Similar content |
|  | behaviours that support independenceVC2CPFS05 | Introduced to align with an essential skill taught as part of the transition to school |

#### VC2 strand: Social Awareness and Management

##### VC2 sub-strand: Relationships and diversity

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify a range of groups to which they, their family and members of their class belong (VCPSCSO004) | groups to which they, their family and their peers belongVC2CPFO01 | Similar content |
| Practise the skills required to include others and make friends with peers, teachers and other adults (VCPSCSO005) | actions required to include and care for others and make friends with peers, teachers and other adultsVC2CPFO02 | Similar content but introduces concept of care, which underpins inclusion and friendship and allows for broader examples or situations |

##### VC2 sub-strand: Collaboration

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Name and practise basic skills required to work collaboratively with peers (VCPSCSO006) | simple skills required for collaboration with peersVC2CPFO03 | Similar content |
| Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSO007) | verbal and non-verbal language to identify responses when experiencing personal interactions, including conflictVC2CPFO04 | Similar content but more inclusive of neurodiverse students |

## Levels 1 and 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 show an awareness of the feelings and needs of others. They identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life. They recognise the importance of persisting when faced with new and challenging tasks.Students recognise the diversity of families and communities. They describe similarities and differences in points of view between themselves and others. They demonstrate ways to interact with and care for others. They describe their contribution to group tasks. They practise solving simple problems, recognising there are many ways to resolve conflict. | By the end of Level 2, students identify emotions and describe their own and others’ responses in different situations and interactions. They describe strategies, behaviours and actions for building awareness of other perspectives, and for supporting themselves and others in personal and social contexts.Students begin to distinguish between appropriate and inappropriate behaviours and attitudes in personal, collaborative and other social contexts. They describe ways to modify their behaviours and actions in different situations and reflect on their decisions.Students recognise and describe the diversity of relationships found in families.  | Similar cognitive demand but written at a higher level to enable a holistic development of skills, drawing on content in both strands, and to enable lesson planning flexibility according to student need and learning area demand. Further revisions to align with revised content descriptions |

### Content descriptions

#### VC2 strand: Self-awareness and Management

##### VC2 sub-strand: Emotional awareness and management

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions [(VCPSCSE008)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE008) | verbal and non-verbal ways to recognise, name and describe emotional responses and situations associated with themVC2CP2S01 | Developed into 2 content descriptions More inclusive of neurodiverse students and strengthens knowledge of situations associated with emotional responses and empathy buildingBuilds on developmental continuum to strengthen coping and empathy-building, in line with best-practice social and emotional learning |
| simple help-seeking and other productive coping strategies, and when and how to use them; verbal and non-verbal ways to express emotions and empathise with the feelings of othersVC2CP2S02 |

##### VC2 sub-strand: Self-efficacy and sense of purpose

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify personal strengths and describe how these strengths are useful in school or family life [(VCPSCSE009)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE009) | actions for supporting personal strengths useful for school and broader life; actions for supporting developing awareness of personal interestsVC2CP2S03 | Similar content on personal strengths; extended to include personal interests, to align with best-practice social and emotional learning curriculums |
| Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations [(VCPSCSE010)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE010) | the importance of continued effort when faced with unfamiliar or challenging situations, including how it can help to try new thingsVC2CP2S04 | Similar content but reworded to improve coherence |
|  | strategies to support working safely and independentlyVC2CP2S05 | Introduced to align with an essential skill taught in the early years of schooling and to connect to learning areas that consider safe work practices |

#### VC2 strand: Social Awareness and Management

##### VC2 sub-strand: Relationships and diversity

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify how families can have a range of relationships [(VCPSCSO011)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO011) | the range of relationships and diversity found within familiesVC2CP2O01 | Similar content |
| Listen to others’ ideas, and recognise that others may see things differently [(VCPSCSO012)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO012) | the importance of active listening for building awareness of different perspectivesVC2CP2O02 | Similar content but more focused on knowledge underpinning skill development |
| Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour [(VCPSCSO013)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO013) | strategies for making and keeping friends; how actions and words can help or hurt others; and when, how and why behaviour should be modifiedVC2CP2O03 | Similar content but with greater granularity to improve coherence |

##### VC2 sub-strand: Collaboration

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks [(VCPSCSO014)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO014) | broader skills required for collaboration with peers and ways to monitor contributions to group tasksVC2CP2O04 | Similar content |
| Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict [(VCPSCSO015)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO015) | situations where conflicts might occur between individuals, and appropriate and inappropriate behaviours and attitudes VC2CP2O05 | Similar content but refined to improve clarity |

## 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 explain the consequences of emotional responses in a range of social situations. They recognise personal strengths and challenges and identify skills they would like to develop. They suggest strategies for coping with difficult situations. They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful.Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups. They describe factors that contribute to positive relationships with peers, other people at school and in the community. They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities. They identify a range of conflict resolution strategies to negotiate positive outcomes to problems. | By the end of Level 4, students describe how different situations and interactions can affect emotional responses and behaviours. They explain a range of ways to support themselves and others in personal and social contexts, including consideration of the outcomes of behaviour and actions. They explain the importance of inclusion, collaboration and different perspectives in different contexts.Students describe similarities and differences between individuals and groups, and how these impact relationships. They explain ways to monitor and modify attitudes, actions and behaviours in personal, collaborative and other social contexts, considering similarities and differences between people. | Similar cognitive demand but written at a higher level to enable a holistic development of skills, drawing on content in both strands, and to enable lesson planning flexibility according to student need and learning area demand. Further revisions to align with revised content descriptions and strengthen clarity of developmental continuum. |

### Content descriptions

#### VC2 strand: Self-awareness and Management

##### VC2 sub-strand: Emotional awareness and management

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify and explore the expression of emotions in social situations and the impact on self and others [(VCPSCSE016)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE016) | the influence social situations have on emotional responses and behaviourVC2CP4S01  | Developed into 2 content descriptions Similar content but a stronger emphasis on coping strategies and knowledge of other emotional management and helping strategies |
| strategies for providing peer support, an extended range of help-seeking and other productive coping strategies, and when and how to use them; strategies for communicating emotions and expressing empathy for feelings and needs communicated by othersVC2CP4S02 |

##### VC2 sub-strand: Self-efficacy and sense of purpose

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify personal strengths and select personal qualities that could be further developed [(VCPSCSE017)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE017) | strategies for developing and using personal strengths to support themselves and others; strategies for developing personal interests to support personal growthVC2CP4S03 | Similar content on personal strengths; extended to include personal interests to align with best-practice social and emotional learning curriculums |
| Identify how persistence and adaptability can be used when faced with challenging situations and change [(VCPSCSE018)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE018) | strategies that support persistence and adaptability when faced with challenging situations and changeVC2CP4S04 | Similar content |
| Name and describe the skills required to work independently [(VCPSCSE019)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE019) | strategies that support working independently and responsible decision-makingVC2CP4S05 | Introduces responsible decision-making as an explicit skill related to working independently to align with best-practice social and emotional learning frameworks  |

#### VC2 strand: Social Awareness and Management

##### VC2 sub-strand: Relationships and diversity

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion [(VCPSCSO020)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO020) | similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religionVC2CP4O01 | Similar content |
| Describe the ways in which similarities and differences can affect relationships [(VCPSCSO021)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO021) | how similarities and differences can affect relationships, and when and how behaviour and attitudes should be modifiedVC2CP4O02 | Similar content but stronger link to modifying behaviours, strengthening developmental continuum from Levels 1 and 2 |
| Identify the importance of including others in activities, groups and games [(VCPSCSO022)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO022) | the importance of including others in activities, groups and games, and how this can be enabledVC2CP4O03 | Similar content but developmental continuum from Levels 1 and 2 strengthened |

##### VC2 sub-strand: Collaboration

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate [(VCPSCSO023)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO023) | the benefits of collaboration, and criteria that can be used to evaluate collaboration skillsVC2CP4O04 | Similar content but more emphasis on the importance of collaboration, to foster student capacity to initiate collaboration and support student agency |
| Identify conflicts that may occur in peer groups and suggest possible causes and resolutions [(VCPSCSO024)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO024) | conflicts experienced in peer groups; the influence of different behaviours and attitudes on outcomesVC2CP4O05 | Similar content, with conflict resolution covered in content on modifying behaviour in response to similarities and differences |

## 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 describe different ways to express emotions and the relationship between emotions and behaviour. They describe the influence that personal qualities and strengths have on achieving success. They undertake some extended tasks independently and describe task progress. They identify and describe personal attributes important in developing resilience.Students recognise and appreciate the uniqueness of all people. They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. They identify characteristics of respectful relationships. They contribute to groups and teams suggesting improvements for methods used in group projects and investigations. They identify causes and effects of conflict and explain different strategies to defuse or resolve conflict situations. | By the end of Level 6, students explain the effect that different personal and social contexts have on emotional responses and behaviours. They explain a range of ways to support themselves and others in personal and social contexts, and they select strategies and justify their decisions, taking into consideration cause and effect in relation to situations, emotions, behaviours, attitudes and actions as appropriate. They reflect on the results of these strategies and decisions.Students explain how respectful relationships can be achieved, maintained and rebuilt, demonstrating sensitivity to individual, social and cultural differences.They explain and reflect on their own and others’ performance in teams. | Similar cognitive demand overall but with greater emphasis on explanation to provide a more coherent developmental continuum. Written at a higher level to enable a holistic development of skills, drawing on content in both strands, and to enable lesson planning flexibility according to student need and learning area demand. Further revisions to align with revised content descriptions |

### Content descriptions

#### VC2 strand: Self-awareness and Management

##### VC2 sub-strand: Emotional awareness and management

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore the links between their emotions and their behaviour (VCPSCSE025) | how and why emotional responses and behaviour change in different personal and social contextsVC2CP6S01  | Developed into 2 content descriptions Content on how and why emotional responses change in different contexts moved from Levels 7 and 8 to strengthen developmental continuumStronger emphasis on change, coping strategies and other emotional management and helping strategies |
| when and how to use a range of peer support, self-regulation and other productive coping strategies; strategies for better understanding the feelings and needs of others and improving empathetic communicationVC2CP6S02 |

##### VC2 sub-strand: Self-efficacy and sense of purpose

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on how personal strengths have assisted in achieving success at home, at school or in the community (VCPSCSE026) | strategies for using and further developing personal strengths, to support themselves and others as they face challenges; strategies for reflecting on and further developing personal interests, to support personal growthVC2CP6S03 | Stronger emphasis on challenge and personal growth, and further development, to achieve a more coherent developmental continuum |
| Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations (VCPSCSE027) | what it means to be confident, adaptable and persistent; situations where these attributes are important; and what can and cannot be influenced through personal actionVC2CP6S04 | Similar content but with more emphasis on what can and cannot be controlled, in line with best-practice mental health strategies |
| Identify the skills for working independently and describe their performance when undertaking independent tasks (VCPSCSE028) | strategies for evaluating performance when working independently; how to set appropriate goals and make informed, responsible decisionsVC2CP6S05 | Similar content but extends responsible decision-making introduced at Levels 3 and 4 |

#### VC2 strand: Social Awareness and Management

##### VC2 sub-strand: Relationships and diversity

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual (VCPSCSO030) | strategies for identifying stereotyping, discrimination and prejudice and how they impact peopleVC2CP6O01 | Similar content |
| Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences (VCPSCSO029) | behaviours and attitudes that demonstrate sensitivity to individual, social and cultural differences, and why sensitivity to difference is importantVC2CP6O02 | Similar content |
| Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031) | the characteristics of respectful relationships and ways in which respectful relationships can be achieved, maintained and rebuiltVC2CP6O03 | Similar content but extended to consider ongoing maintenance of respectful relationships, and rebuilding of compromised ones, to strengthen alignment to different learning area contexts |

##### VC2 sub-strand: Collaboration

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team’s performance when undertaking various roles (VCPSCSO032) | the characteristics of an effective team and team roles including leadership roles; strategies for reflecting on performance in a team roleVC2CP6O04 | Similar content |
| Describe the various causes of conflict and evaluate possible strategies to address conflict (VCPSCSO033) | strategies and skills for preventing, defusing or resolving conflict, considering possible causes and effects of conflict in different situationsVC2CP6O05 | Similar content but more granular to improve 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 reflect on the influence of emotions on behaviour, learning and relationships. They use feedback to identify their achievements and prioritise areas for improvement. They initiate and undertake some tasks independently, within negotiated time frames and use criteria to review their work. They reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.Students explain the impact of valuing diversity and promoting human rights in the community. They explore the values and beliefs of different groups in society. They identify indicators of respectful relationships in a range of social and work-related situations. They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives. They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations. | By the end of Level 8, students identify emotional complexity and its causes and consequences in personal and social contexts. They analyse a range of ways to support themselves and others in personal and social contexts, and they select strategies and justify their decisions, taking into consideration likely outcomes and contextual and other influencing factors. They analyse the results of these strategies and decisions. They identify, explain and reflect on strategies for responding to challenges and factors that influence success in responsible decision-making and working independently. Students analyse how respectful and non-respectful relationships are expressed and experienced between diverse individuals and groups in different contexts, and reflect on the implications for themselves and others. They explain how respect for human rights and responsibilities contributes to social cohesion.Students identify opportunities for collaboration, collaboratively set team goals and monitor and evaluate team performance, considering the perspectives of others. | * Similar cognitive demand but written at a higher level to enable a holistic development of skills, drawing on content in both strands, and to enable lesson planning flexibility according to student need and learning area demand. Further revisions to align with revised content descriptions and to achieve a clearer developmental continuum
 |

### Content descriptions

#### VC2 strand: Self-awareness and Management

##### VC2 sub-strand: Emotional awareness and management

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Describe how and why emotional responses may change in different contexts (VCPSCSE034) | ways to recognise emotional complexity and its causes and consequencesVC2CP8S01  | Developed into 2 content descriptions Introduces emotional complexity to strengthen developmental continuum; strengthened focus on analytical tools and on challenge and adversity with regard to coping strategies and supporting others |
| how to distinguish between productive and unproductive help-seeking and other coping strategies when responding to challenge or adversity; strategies for peer support and empathetic communication when others encounter challenge or adversityVC2CP8S02 |

##### VC2 sub-strand: Self-efficacy and sense of purpose

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement (VCPSCSE035) | strategies for reflecting on, using and further developing personal strengths to support themselves and others in different contexts; strategies for connecting personal interests to broader life such as careersVC2CP8S03 | Broader focus than merely using feedback to improve, to align with a wider range of contexts; alignment of content on personal interests and sense of purpose to support careers education |
| Discuss the range of strategies that could be used to cope with difficult tasks or changing situations (VCPSCSE036) | strategies for improving confidence, adaptability and perseverance in response to challenges, including utilising personal strengths and appropriate coping strategiesVC2CP8S04 | Similar content but draws explicit attention to connections between sub-strands |
| Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037) | enablers of and barriers to improvements in working independently, making effective and responsible decisions and setting and achieving goalsVC2CP8S05 | Similar content on working independently, continuing developmental continuum on responsible decision-making |

#### VC2 strand: Social Awareness and Management

##### VC2 sub-strand: Relationships and diversity

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others (VCPSCSO038) | similarities and differences in people’s values and beliefs; how they can be expressed in diverse ways in relationshipsVC2CP8O01 | Similar content but stronger link is made between values and relationships to strengthen developmental continuum and distinguish this content from Ethical Capability more clearly |
| Investigate human rights and discuss how these contribute to a cohesive community (VCPSCSO039) | the nature of human rights and responsibilities and how respect for human rights and responsibilities contributes to social cohesionVC2CP8O02 | Similar content |
| Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed (VCPSCSO040) | factors that affect the ways in which personal and group relationships are expressed and experienced, including personal boundaries, extent of intimacy, distribution of power and social expectationsVC2CP8O03 | Similar content but allowing for broader range of learning area contexts |

##### VC2 sub-strand: Collaboration

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCSO041) | situations that benefit from collaboration; strategies for setting team goals; and ways team members can support one another to achieve team goalsVC2CP8O04 | Refined to enable teaching of distributed leadership as well as a designated leadership role, to suit a broader range of contexts |
| Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict (VCPSCSO042) | when and how to use skills and strategies to prevent, defuse and resolve conflict within and between groups in different contextsVC2CP8O05 | Similar content but extended from Levels 5 and 6 to conflict between groups as well as between individuals in groups, to strengthen developmental continuum |

## 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 reflect critically on their emotional responses to challenging situations in a wide range of contexts. They demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks. They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges.Students analyse the effects of actions that repress human rights and limit the expression of diverse views. They analyse factors that influence different types of relationships. They critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks. They develop and apply criteria to evaluate the outcomes of group tasks and make recommendations for improvements. They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts. | By the end of Level 10, students analyse and evaluate emotional complexity in personal and social contexts from different perspectives. They analyse a range of ways to support themselves and others, make selections and adaptations and justify their decisions, taking into consideration other perspectives, enablers and barriers, as appropriate to different needs and contexts. They identify, analyse and reflect on strategies for responding to challenges and for supporting independence and responsible decision-making, considering personal and social enablers of and barriers to success, and making adaptations.Students analyse different perspectives on social issues and the benefits and challenges involved in engaging with different perspectives. They explain the importance of respecting diversity and analyse the challenges involved, considering factors that influence the acceptance of diversity. Students analyse and evaluate strategies for being respectful of diversity and for managing competing rights and responsibilities in different contexts, considering factors that influence the ability to experience respectful personal and group relationships.Students identify opportunities for collaboration and explain the characteristics of an effective team in different contexts. They analyse and apply strategies for constructing teams, managing and evaluating team performance, and making recommendations for improvements, considering the perspectives of others. | Similar cognitive demand but written at a higher level to enable a holistic development of skills, drawing on content in both strands, and to enable lesson planning flexibility according to student need and learning area demand. Further revisions to align with revised content descriptions and to achieve a clearer developmental continuum |

### Content descriptions

#### VC2 strand: Self-awareness and Management

##### VC2 sub-strand: Emotional awareness and management

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCSE043) | ways to analyse and evaluate emotional complexity in different contexts and from different perspectivesVC2CP10S01  | Developed into 2 content descriptions Similar content but continues focus on emotional complexity introduced at Levels 7 and 8, and extends capacity to analyse coping strategies and ways to support others in different contexts |
| when and how to identify and use help-seeking and other productive coping strategies suited to different contexts; strategies for providing peer support, peer referral and empathetic communication in different contextsVC2CP10S02 |

##### VC2 sub-strand: Self-efficacy and sense of purpose

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPSCSE044) | strategies for reflecting on, using and further developing personal strengths to support themselves and others in challenging contexts; strategies for connecting personal strengths and interests to plan for the futureVC2CP10S03 | Similar content but refined to support a coherent developmental continuum and to extend support of careers education |
| Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPSCSE046) | how to identify and adapt strategies for improving confidence, adaptability and perseverance in response to challenges in different contexts, considering personal and social enablers and barriersVC2CP10S04 | Similar content but with more explicit emphasis on strategic thinking to support skill development |
| Analyse the significance of independence and individual responsibility in the completion of challenging tasks (VCPSCSE045) | the significance of individual responsibility and adaptability in decision-making when completing challenging tasks and planning for the futureVC2CP10S05 | Similar content but with a strengthened developmental continuum |

#### VC2 strand: Social Awareness and Management

##### VC2 sub-strand: Relationships and diversity

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse how divergent values and beliefs contribute to different perspectives on social issues (VCPSCSO047) | how divergent values and beliefs contribute to different perspectives on social issues; the benefits and challenges arising from different perspectivesVC2CP10O01 | Similar content but refined to improve clarity |
| Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights (VCPSCSO048) | barriers to and enablers of the acceptance of diversity, and how to evaluate strategies for being respectful of diversity; strategies for managing competing human rights and responsibilitiesVC2CP10O02 | Similar content but clarified to support capacity to analyse and evaluate strategies; human rights education strengthened  |
| Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships (VCPSCSO049) | personal, social and cultural factors that influence the ability to experience respectful personal and group relationships; the rights and responsibilities of individuals in relationshipsVC2CP10O03 | Similar content |

##### VC2 sub-strand: Collaboration

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Evaluate own and others contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate task achievement and make recommendations for improvements in relation to team goals (VCPSCSO050) | strategies for constructing and managing effective teams; when and how to evaluate collaboration and make recommendations for improvementsVC2CP10O04 | Similar content but refined to develop ability to construct teams, supporting student agency |
| Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts (VCPSCSO051) | when and how to adapt skills and strategies to prevent, defuse or resolve conflict within and between groups in different contextsVC2CP10O05 | Similar content but with explicit attention to adapting skills and strategies, to support a coherent developmental continuum |