Ethical Capability scope and sequence: Foundation to Level 10

| **Foundation to Level 2** | **Levels 3 and 4** | **Levels 5 and 6** | **Levels 7 and 8** | **Levels 9 and 10** |
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| Achievement standard | | | | |
| 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. | 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. | 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. | 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. | 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. |
| Content descriptions | | | | |
| Strand: Understanding Ethical Concepts and Perspectives | | | | |
| *Students learn about:* | | | | |
| ethical concepts including right, wrong, better and worse, and behaviours associated with these  VC2CE2U01 | the meaning of ethical concepts including fairness, tolerance and harm and a range of behaviours associated with these  VC2CE4U01 | 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 contexts  VC2CE6U01 | the meaning of and criteria associated with ethical concepts including justice, freedom, equality and non-maleficence in different contexts  VC2CE8U01 | 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 contexts  VC2CE10U01 |
| examples of values, rights and responsibilities, and shared expectations, and reasons they are important  VC2CE2U02 | what an ethical perspective is, and how values, shared expectations, and rights and responsibilities influence ethical perspectives  VC2CE4U02 | 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 | how ethical perspectives may be individual or shared, and reasons for similarities and differences in ethical perspectives, such as similar or different values or worldviews  VC2CE8U02 | 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 rights  VC2CE10U02 |
| how emotions and dispositions including honesty and kindness influence ethical perspectives  VC2CE2U03 | how personal experiences, self-interest and dispositions including generosity influence ethical perspectives  VC2CE4U03 | 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 experience  VC2CE6U03 | 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 perspectives  VC2CE8U03 | interconnections between dispositions, experiences, emotions and/or context and how these influence and can challenge and change ethical perspectives  VC2CE10U03 |
| Strand: Decision-making and Actions | | | | |
| *Students learn about:* | | | | |
| situations where people disagree about what is right, wrong, good, bad, better or worse, and reasons for disagreements  VC2CE2D01 | 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 them  VC2CE4D01 | 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 significance  VC2CE6D01 | 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 significance  VC2CE8D01 | 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 significance  VC2CE10D01 |
| 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 worse  VC2CE2D02 | 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 dilemma  VC2CE4D02 | 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 issue  VC2CE6D02 | 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 issue  VC2CE8D02 | 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 frameworks  VC2CE10D02 |