

# **AISSA Audit Tool - Australian Curriculum General Capabilities**

## **Ethical Understanding Levels 1-3**

<b>Audit Code</b>	
<b>Y</b>	Covered in Current Curriculum
<b>X</b>	Does not exist in Current Curriculum document
<b>E</b>	Exists in current document but needs reworking
<b>D</b>	Exists in current document but at different year level
<b>L</b>	Located in another curriculum area
<b>PL</b>	Needs Professional Learning in the following year(s)
<b>R</b>	Additional Resources required
<b>C</b>	See Comment

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<b>Understanding ethical concepts and issues</b>		<b>Understanding ethical concepts and issues</b>		<b>Understanding ethical concepts and issues</b>	
<b>Level 1</b> Typically by the end of Foundation Year, students:		<b>Level 2</b> Typically by the end of Year 2, students:		<b>Level 3</b> Typically by the end of Year 4, students:	
<b>Recognise ethical concepts</b> identify ethical concepts arising in familiar contexts, such as good and bad behaviours		<b>Recognise ethical concepts</b> describe ethical concepts, such as right and wrong, honesty, fairness and tolerance		<b>Recognise ethical concepts</b> identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes	
<b>Explore ethical concepts in context</b> describe familiar situations that involve ethical concepts		<b>Explore ethical concepts in context</b> discuss ethical concepts within a range of familiar contexts		<b>Explore ethical concepts in context</b> discuss actions taken in a range of contexts that include an ethical dimension	
<b>Reasoning in decision making and actions</b>		<b>Reasoning in decision making and actions</b>		<b>Reasoning in decision making and actions</b>	
<b>Level 1</b> Typically by the end of Foundation Year, students:		<b>Level 2</b> Typically by the end of Year 2, students:		<b>Level 3</b> Typically by the end of Year 4, students:	
<b>Reason and make ethical decisions</b> identify examples from stories and experiences that show ways people make decisions about their actions		<b>Reason and make ethical decisions</b> discuss how people make decisions about their actions and offer reasons why people's decisions differ		<b>Reason and make ethical decisions</b> explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in	

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				reaching decisions	
<b>Consider consequences</b> identify links between emotions and behaviours		<b>Consider consequences</b> describe the effects that personal feelings and dispositions have on how people behave		<b>Consider consequences</b> examine the links between emotions, dispositions and intended and unintended consequences of their actions on others	
<b>Reflect on ethical action</b> identify and describe the influence of factors such as wants and needs on people's actions		<b>Reflect on ethical action</b> give examples of how understanding situations can influence the way people act		<b>Reflect on ethical action</b> consider whether having a conscience leads to ways of acting ethically in different scenarios	
<b>Exploring values, rights and responsibilities</b>		<b>Exploring values, rights and responsibilities</b>		<b>Exploring values, rights and responsibilities</b>	
<b>Level 1</b> <b>Typically by the end of Foundation Year, students:</b>		<b>Level 2</b> <b>Typically by the end of Year 2, students:</b>		<b>Level 3</b> <b>Typically by the end of Year 4, students:</b>	
<b>Examine values</b> identify values that are important to them		<b>Examine values</b> discuss some agreed values in familiar contexts		<b>Examine values</b> identify and describe shared values in familiar and unfamiliar contexts	
<b>Explore rights and responsibilities</b> share examples of rights and responsibilities in given situations		<b>Explore rights and responsibilities</b> identify their rights and associated responsibilities and those of their classmates		<b>Explore rights and responsibilities</b> investigate children's rights and responsibilities at school and in the local community	
<b>Consider points of view</b> express their own point of view and listen to the views of others		<b>Consider points of view</b> recognise that there may be many points of view when probing ethical dilemmas and identify alternative		<b>Consider points of view</b> describe different points of view associated with an ethical dilemma and give possible reasons for these	

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		views		differences	
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## Comments:

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