

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

## **Ethical Understanding Levels 4-6**

<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

## AISSA Audit Tool - Australian Curriculum General Capabilities

<b>Understanding ethical concepts and issues</b>		<b>Understanding ethical concepts and issues</b>		<b>Understanding ethical concepts and issues</b>	
<b>Level 4</b> Typically by the end of Year 6, students:		<b>Level 5</b> Typically by the end of Year 8, students:		<b>Level 6</b> Typically by the end of Year 10, students:	
<b>Recognise ethical concepts</b> examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome		<b>Recognise ethical concepts</b> analyse behaviours that exemplify the dimensions and challenges of ethical concepts		<b>Recognise ethical concepts</b> critique generalised statements about ethical concepts	
<b>Explore ethical concepts in context</b> explain what constitutes an ethically better or worse outcome and how it might be accomplished		<b>Explore ethical concepts in context</b> analyse the ethical dimensions of beliefs and the need for action in a range of settings		<b>Explore ethical concepts in context</b> distinguish between the ethical and non-ethical dimensions of complex issues	
<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 4</b> Typically by the end of Year 6, students:		<b>Level 5</b> Typically by the end of Year 8, students:		<b>Level 6</b> Typically by the end of Year 10, students:	
<b>Reason and make ethical decisions</b> explore the reasons behind there being a variety of ethical positions on a social issue		<b>Reason and make ethical decisions</b> analyse inconsistencies in personal reasoning and societal ethical decision making		<b>Reason and make ethical decisions</b> investigate reasons for clashes of beliefs in issues of personal, social	

### AUDIT CODE

<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>PD</b> Needs Professional Learning	<b>R</b> Additional Resources required	<b>C</b> See Comment

## AISSA Audit Tool - Australian Curriculum General Capabilities

				and global importance	
<b>Consider consequences</b> evaluate the consequences of actions in familiar and hypothetical scenarios		<b>Consider consequences</b> investigate scenarios that highlight ways that personal dispositions and actions can affect consequences		<b>Consider consequences</b> analyse the objectivity or subjectivity behind decision making where there are many possible consequences	
<b>Reflect on ethical action</b> articulate a range of ethical responses to situations in various social contexts		<b>Reflect on ethical action</b> analyse perceptions of occurrences and possible ethical response in challenging scenarios		<b>Reflect on ethical action</b> evaluate diverse perceptions and ethical bases of action in complex contexts	
<b>Exploring values, rights and responsibilities</b>		<b>Exploring values, rights and responsibilities</b>		<b>Exploring values, rights and responsibilities</b>	
<b>Level 4</b> <b>Typically by the end of Year 6, students:</b>		<b>Level 5</b> <b>Typically by the end of Year 8, students:</b>		<b>Level 6</b> <b>Typically by the end of Year 10, students:</b>	
<b>Examine values</b> examine values accepted and enacted within various communities		<b>Examine values</b> assess the relevance of beliefs and the role and application of values in social practices		<b>Examine values</b> analyse and explain the interplay of values in national and international forums and policy making	
<b>Explore rights and responsibilities</b> monitor consistency between rights and responsibilities when interacting face-to-face or through social media		<b>Explore rights and responsibilities</b> analyse rights and responsibilities in relation to the duties of a responsible citizen		<b>Explore rights and responsibilities</b> evaluate the merits of conflicting rights and responsibilities in global contexts	
<b>Consider points of view</b> explain a range of possible interpretations and points of view		<b>Consider points of view</b> draw conclusions from a range of points of view associated with		<b>Consider points of view</b> use reasoning skills to prioritise the relative merits of points of view about	

**Y** Covered in Current Curriculum

**L** Located in another curriculum area

**X** Does not exist in Current Curriculum Document

**PD** Needs Professional Learning

### AUDIT CODE

**E** Exists in current document but needs reworking

**R** Additional Resources required

**D** Exists in current document but at different year level

**C** See Comment

# AISSA Audit Tool - Australian Curriculum General Capabilities

when thinking about ethical dilemmas		challenging ethical dilemmas		complex ethical dilemmas	
--------------------------------------	--	------------------------------	--	--------------------------	--

## Comments:

---

<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>PD</b> Needs Professional Learning	<b>R</b> Additional Resources required	<b>C</b> See Comment