Intercultural 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 identify and describe ways in which culturally and worldview diverse individuals and families live. They identify and describe a range of ways to be respectful in intercultural experiences and identify and describe cultural diversity in familiar places. | By the end of Level 4, students describe similarities and differences among diverse cultures and describe ways in which diverse cultural and worldview communities foster a sense of belonging and inclusion. They explain what they can learn about themselves and others from intercultural experiences and identify and describe ways to build intercultural understanding among culturally diverse groups and individuals, including through intercultural experiences. | By the end of Level 6, students explain cultural influences on identity and explain how attitudes, beliefs and behaviours can influence intercultural experiences positively and negatively.  They explain barriers to and enablers of critical and respectful engagement among culturally and worldview diverse individuals and groups, considering the role of community and government initiatives and intercultural experiences. | By the end of Level 8, students explain how cultural change can influence identity and a sense of belonging and inclusion. They evaluate cultural safety in different intercultural contexts. They explain the importance of rights and responsibilities, and evaluate how they intersect with worldviews in different contexts.  Students analyse the challenges and benefits of living and working in a culturally diverse society and an interconnected and culturally diverse world. | By the end of Level 10, students explain a range of ways in which diverse cultures influence one another, and analyse how this impacts identity and a sense of belonging and inclusion. They explain how institutions influence intercultural relations and experiences in different contexts, and analyse the challenges and benefits of building and maintaining a cohesive, culturally diverse society.  Students evaluate worldview community inclusion in addressing social and environmental challenges, analysing the contribution of diverse worldviews. |
| Content descriptions | | | | |
| Strand: Culture, Identity and Belonging | | | | |
| *Students learn about:* | | | | |
| ways in which culturally diverse individuals and families live, including their own family  VC2CI2C01 | similarities and differences among diverse cultures, including their own, and how cultural communities foster a sense of belonging and inclusion  VC2CI4C01 | how identity can be influenced by one or more cultures  VC2CI6C01 | change in cultures, including their own, in a range of contexts, and how this influences identity and a sense of belonging and inclusion  VC2CI8C01 | how diverse cultures, including their own, influence one another in a range of contexts and how this impacts identity and a sense of belonging and inclusion  VC2CI10C01 |
| verbal and non-verbal ways to engage respectfully with people from diverse cultures  VC2CI2C02 | understandings that can be gained from intercultural experiences, including a critical perspective on, and respect for, diverse cultures, including their own  VC2CI4C02 | how attitudes, beliefs and behaviours can affect intercultural experiences positively or negatively, considering empathy and inclusion, discrimination and stereotyping  VC2CI6C02 | attitudes, beliefs and behaviours that foster cultural safety in different contexts  VC2CI8C02 | ways in which intercultural relations and intercultural experiences are influenced by policies and practices of a range of institutions  VC2CI10C02 |
| Strand: Cultural Diversity | | | | |
| *Students learn about:* | | | | |
| cultural diversity in familiar places, including the school and/or local community  VC2CI2D01 | ways in which intercultural understanding between culturally diverse groups can be encouraged and achieved  VC2CI4D01 | barriers to and enablers of critical and respectful engagement within and between diverse cultural groups  VC2CI6D01 | the benefits and challenges of living and working in a culturally diverse society and an interconnected and culturally diverse world  VC2CI8D01 | the components of a cohesive, culturally diverse society and the benefits and challenges of building and maintaining social cohesion  VC2CI10D01 |
| expressions of worldview diversity in familiar places and contexts, such as at local festivals and sacred sites or through caring for places and other living things  VC2CI2D02 | how non-religious, religious and spiritual communities foster a sense of belonging and inclusion for their members  VC2CI4D02 | community and government initiatives to promote harmony and respect among people with diverse worldviews  VC2CI6D02 | the importance of rights and responsibilities, and how rights and responsibilities intersect with diverse worldviews in different contexts  VC2CI8D02 | how diverse worldviews can contribute to addressing social and environmental challenges  VC2CI10D02 |