Intercultural Capability
Digital Assessments

General guide

Levels 5 and 6

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Introduction

Overview of Intercultural Capability Digital Assessments

The suite of Intercultural Capability Digital Assessments comprises 20 tasks, covering the entire Intercultural Capability learning continuum in the Victorian Curriculum F–10.

Each task bundle includes:

* a stimulus – for example, a video, written story or other text
* a set of assessment items related to the stimulus – for example, short-answer tasks or multiple-choice questions
* a task administration guide
* a marking guide.

The task bundles within each curriculum band are listed below.

The Intercultural Capability digital assessments are administered and marked at the school. The assessment items, stimulus and marking guides can be accessed by logging into the [Insight Assessment Platform](https://www.vcaa.vic.edu.au/Pages/insightplatform/index.aspx).

The task administration guides for each of the task bundles in a curriculum band are located in the relevant *Intercultural Capability Digital Assessments – General guide to administration and marking* document. See [Appendix 2](#Appendix2) in this document for the administration guides for all the task bundles for Levels 5 and 6.

Task bundles by curriculum band

Foundation to Level 2

* Happy Birthday
* Multicultural Australia
* Unhei

Levels 3 and 4

* Happiness
* Family Holiday
* Joshi
* Uluru Campground
* Cultural Practices

**Levels 5 and 6**

* Student Exchange Program
* Governor Phillip
* Multicultural Day
* Culture and Lifestyle

Levels 7 and 8

* Wadawurrung People
* School Canteen Committee
* Advertisement Complaint

Levels 9 and 10

* Multiculturalism and Social Cohesion
* Fair Dinkum Fixes
* Social Cohesion and Australia–Asia Engagement
* Arranged Marriages
* Tourism

Preparing students through the explicit teaching of Intercultural Capability

Intercultural Capability is a distinct curriculum area within the Victorian Curriculum F–10. While the Victorian Curriculum learning areas could be used as contexts, the knowledge and skills in Intercultural Capability are discrete and therefore must be taught explicitly. The Intercultural Capability curriculum can be found on the [Victorian Curriculum website](http://victoriancurriculum.vcaa.vic.edu.au/intercultural-capability/introduction/rationale-and-aims). An overview of what is involved in explicitly teaching the Capabilities can be found on the [VCAA website](https://www.vcaa.vic.edu.au/foundation10/Pages/viccurriculum/curriculum-area-advice.aspx).

The Intercultural Capability Digital Assessment items are based on the Intercultural Capability achievement standards and their underlying content descriptions. A key assumption is that students have been explicitly taught Intercultural Capability. Before administering the assessments, teachers should consider students’ abilities and the extent of their prior learning in regards to Intercultural Capability.

How to use this guide

This guide offers advice on administering and marking digital assessments for Intercultural Capability Levels 5 and 6. In developing the task bundles, a process was undertaken to generate reliable and empirically validated assessments. The advice in this guide is based on the findings of that process.

This guide should be read together with all the elements of the relevant task bundle – that is, the stimulus, the associated set of assessment items, the task administration guide and the marking guide.

What does this guide contain?

This guide covers the following content.

* Advice on assessment
* on-balance judgements
* the framework behind the marking guides
* micro-progressions
* moderation
* feedback
* Reporting results
* raw score reports
* calculating a scaled score
* interpreting the reports
* Frequently asked questions
* Appendices
* micro-progressions within Intercultural Capability, Levels 5 and 6
* task administration guides for Levels 5 and 6

Key terms

Please note, some key terms are well understood but the definitions of others are contested in academic literature. The definitions here are for the purposes of this guide.

**Task:**

The stimulus, assessment items and other instructions that set out what the student must respond to. The task can have multiple parts and utilise multiple item formats, including open-ended questions.

**Micro-progression:**

A qualitative description of how learning typically develops within a band (for example, F–2) and between bands (for example, between F–2 and 3–4). The micro-progressions given in this guide ([Appendix 1](#Appendix1)) are aligned with scaled scores.

**Scaled score:**

A scaled score aligns the raw score of a student to the learning continuum. A scaled score is calculated by the teacher using a table provided in the Reporting results section below.

Advice on assessment

The task bundles are designed for use by teachers in the classroom as part of ongoing formative assessment.

Good assessment incorporates a process that enables teachers to gather a range of evidence in order to make fair, on-balance judgements about:

* what students know and can do as a result of prior learning
* what students are ready to learn next
* how to best progress students’ learning.

Assessment identifies how well a student has progressed in relation to the curriculum, their own learning goals and/or the learning of peers, at the end of a specified period of time.

On-balance judgements

The Intercultural Capability digital assessments can be used to calculate a scaled score, but this score should be considered alongside other assessments in order to reach an on-balance judgement that will inform feedback for the student. Using a range of assessment methods (teacher, peer, self) and formats (written, verbal, group) from a range of learning area contexts will support fair assessment of a student’s learning progress.

The framework behind the marking guides

Understanding how the marking guides were developed will assist you in using the suite of digital assessments effectively to reach an on-balance judgement of student learning progress.

The Intercultural Capability achievement standards and student responses to assessments gathered during task development were considered when developing the specific marking guides. One part of this approach was to break down Intercultural Capability into its component parts and then to break these parts down further into actions and quality criteria.

For example, the Intercultural Capability achievement standard for Foundation to Level 2 states:

By the end of Level 2, students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. They describe their experiences of intercultural encounters and identify cultural diversity in their school and/or community.

Students explain how they might respond in different cultural situations.

From this achievement standard, the following component parts were identified, based on the professional judgement of teachers, assessment experts and curriculum experts:

* Students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live.
* They describe their experiences of intercultural encounters.
* They identify cultural diversity in their school and/or community.
* They explain how they might respond in different cultural situations.

Each component was then broken down further, into ‘actions’. For example, the component ‘Students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live’ comprises the following actions:

* Identify existence of cultural diversity (at the level of individuals and families)
* Identify how ways of living relate to culture
* Distinguish ways of living that are familiar and different.

For each action, quality criteria were identified. Throughout this process of identifying actions and quality criteria, the focus was on what students can do and demonstrate, not what they cannot do. For example, ‘Identify how ways of living relate to culture’ might have the following quality criteria, in order of increasing complexity:

* Identify that there are diverse ways of living (e.g. ‘People live in different ways …’)
* Link ways of living to culture (e.g. ‘People from … culture live in … way.’)
* Describe how ways of living vary from culture to culture (e.g. ‘When people eat, some people eat with their hands and some people eat using chopsticks or a knife and fork. I have seen people from … eat using their hands and people from … eat using chopsticks.’)

This approach may be described as a rubric-based or criteria-based assessment framework.

Table 1 provides a visual representation of this process, with the shaded area showing the example described above. For more detailed technical advice on rubric construction, see the VCAA’s [Guide to Formative Assessment Rubrics](https://www.vcaa.vic.edu.au/foundation10/Pages/viccurriculum/formative_assessment.aspx?Redirect=1).

Table 1 – Achievement standard components, actions and quality criteria (Foundation to Level 2)

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement standard | Achievement standard components | Actions | Quality criteria |
| By the end of Level 2, students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. They describe their experiences of intercultural encounters and identify cultural diversity in their school and/or community. Students explain how they might respond in different cultural situations. | 1. Students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. | 1.1 Identify existence of cultural diversity (at the level of individuals and families) |  |
| 1.2 Identify how ways of living relate to culture | 1.2.1 Identify that there are diverse ways of living |
| 1.2.2 Links ways of living to culture |
| 1.2.3 Describe how ways of living vary from culture to culture |
| 1.3 Distinguish ways of living that are familiar and different. |  |
| 2. They describe their experiences of intercultural encounters. |  |  |
| 3. They identify cultural diversity in their school and/or community. |  |  |
| 4. They explain how they might respond in different cultural situations |  |  |

Micro-progressions

In Intercultural Capability, students progress along a curriculum continuum that provides the first achievement standard at Foundation to Level 2 and then at Levels 4, 6, 8 and 10. The achievement standards do not describe in detail how students typically progress within a curriculum band (such as Levels 3–4) nor how they progress from one band to another (such as from Levels 3–4 to Levels 5–6). Detailed progressions are generated based on evidence of student work, in this case student work samples collected through field trials of the suite of Intercultural Capability Digital Assessment items Foundation to Level 10. They could inform the design of your own formative assessment rubric but caution should be exercised as they are not necessarily fine-grained enough to directly translate into a formative assessment rubric for every purpose.

[Appendix 1](#Appendix1) includes three tables. The first is the micro-progression table for progress within the curriculum band covered in this guide. The second synthesises progression between this band and the band below and the third between this band and the band above.

Moderation

Moderation is a type of quality assurance process that seeks to ensure that each student’s assessment outputs are considered fairly. Teachers are encouraged to moderate as it helps to ensure that judgements of student performances are generally consistent across assessors and contexts.

While this guide does not provide specific technical advice about how to moderate, micro-progressions ([Appendix 1](#Appendix1)) and an annotated example (below) are provided to assist teachers in their collegial discussions when carrying out moderation of Intercultural Capability assessment results. The micro-progressions and examples will need to be calibrated against the school’s own context and experience with teaching and assessing Intercultural Capability. The actual progression of students in different classrooms and schools may differ due to variations in intercultural context, the quality and extent of prior learning or exposure to Intercultural Capability, and the school’s overall experience in teaching the Capabilities.

An annotated example

Example 1 contains annotations of the scoring provided by a teacher in relation to one of the task bundles.

Example 1

**Task bundle:**  Student Exchange Program

**Item:** Do you think the student’s experience changed her beliefs? Why or why not?

**Marking guide:**  Provides judgement and plausible explanation: Score 1

Other responses: Score 0

|  |  |  |
| --- | --- | --- |
|  | Student response | Score awarded by teacher |
| Student 1 | There are two ways you could say this. One. Her beliefs did change as on the trip she felt that she had a equal right to say what she thought. Two. She always had her beliefs and thought it was unfair that she didn’t have her say. She wanted to make a change and was punished for it. | 1 |
| Student 2 | I think the students experience at a different country changed her beliefs. As soon as she arrived at a different country, she was more happy that she was able to share her opinions in class. | 1 |
| Student 3 | the expernecne changed her becod it made her more open to sharing her opiopon and doing it her own way | 1 |
| Student 4 | Her experience definitely changed her. She use to believe that you must always obey teachers and follow what they say. But when she went to another country, she realises that different schools have different rules. | 1 |

These samples illustrate a range of noticeably different responses that have all been correctly awarded a score of one. Student 1 has provided two different options for the judgement component of the item and given a plausible explanation of each. Student 2 has offered only one of these judgements, although the accompanying explanation hints at the other option by noting that the exchange student was ‘more happy’ when she was able to share her opinions in class. In Student 3’s answer, the implied recognition of this second option becomes more explicit with the statement that the exchange student became more open to behaving in ‘her own’ way. These two responses both imply that the exchange student was inclined to believe that this behaviour should be allowed, although neither spells out the possibility that she already held this belief. Finally, Student 4’s response suggests exclusively that the exchange student changed her beliefs.

All these responses demonstrate the skill of recognising the potential effect of an intercultural experience on a person’s beliefs. Whether the identified effect is a change in the person’s beliefs, or a reinforcement of beliefs already held, these four responses all identify the role played by an intercultural experience in producing that effect. Student 1’s response also demonstrates a higher-order thinking skill by identifying and explicating an ambiguity in the stimulus text. The responses of Students 2 and 3 hint at some comprehension of this ambiguity, while the response of Student 4 does not. An assessment of higher-order thinking skills, which was not part of the original task, might confirm or explicate these differences. The current assessment indicates that all these students possess the tested skill in Intercultural Capability.

Feedback

Teachers are encouraged to use these digital assessments for formative assessment. The purpose of formative assessment is to determine what is required in order to progress each student’s individual learning. As a process, formative assessment enables teachers to establish where students are in their learning, where they will go next with their learning, and how they will get there, and to share this with students through regular feedback during the instructional/learning process.

Feedback involves helping students know what they have achieved and how much and how well they have learnt (their progress).

For example, part of the Intercultural Capability achievement standard for Levels 3 and 4 states that students ‘develop critical perspective on and respect for their own and others’ cultures’. Example 2 is an example of useful feedback for the student on their achievement, process and progress in relation to this component of the achievement standard. In this case the teacher had chosen the context of celebrations to teach this part of the curriculum.

Teachers can use this approach to feedback to reflect on their own practice.

Example 2 *–* Sample feedback on Intercultural Capability learning

**Achievement**

You took on different perspectives and showed respect for cultures when you described different celebrations in Australia.

**Process**

You did this by identifying the reasons why people observe celebrations and used examples of different celebrations. Celebrations may look different, but you identified common reasons for celebrations, like remembering an important historical event or figure.

**Progress**

At the start of the unit on celebrations, you described the different cultural practices separately. Now, you are able to identify connections between different cultural practices and use examples of different celebrations as perspectives on the topic.

Reporting results

Raw score reports

The score a student receives after marking by the teacher or the score revised after moderation is called a raw score.

Teachers must mark responses that require manual grading. Once manual grading has been completed student assessments must be submitted by the teacher for the assessment result to appear in reporting. Further details of the reports available on the Insight Assessment Platform can be found on the [VCAA website](https://www.vcaa.vic.edu.au/assessment/f-10assessment/insight/Pages/index.aspx?Redirect=1).

Calculating a scaled score

A scaled score shows where a student sits on the curriculum continuum, for example within the curriculum band Levels 5 and 6. Scaled scores are based on student results for a minimum of three task bundles from the same curriculum band completed over a period of no longer than one semester. If the teacher did not administer enough items in the band, the student achievement can be reported in the form of a raw score only.

Once the total raw score from at least three task bundles for the student is known, the teacher should use the following table to identify the scaled score. The scaled score can then be checked against the range shown in the ‘cut score scaled’ column, which is aligned to the Intercultural Capability curriculum continuum as shown in the final column.

Example 3

A student sat three task bundles for Levels 5 and 6 with a total raw score of 25.00. Looking at the table, this converts to a scaled score of 385, which sits within the ‘cut score scaled’ range of 373–400 that corresponds to the micro-progression described by ‘Students distinguish between successful and unsuccessful engagement between groups in a culturally diverse community. They suggest examples of successful communication and identify barriers to understanding. They describe their own intercultural experience and its effects on their beliefs and behaviours and are beginning to recognise how representations of cultural groups are derived.’ This student has given evidence that they are moving *towards* the standard for the curriculum band Levels 5 and 6 but are not yet *at* the standard.

Please note that if students score 0–4 points this is insufficient evidence to make a judgement about a scaled score.

Table 2 – Calculating scaled scores for Levels 5 and 6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Raw score** | **Scaled score** | **Micro-progression description** | **Cut score raw** | **Cut score scaled**  | **Curriculum****continuum** |
| 0 | 231 | Students identify how intercultural experience can affect people’s beliefs and behaviours. They recognise successful and unsuccessful attempts to engage and reach understanding between cultural groups.  | 0–9 | 320–340 | 231–312: Insufficientevidence320–340:Below 5–6 |
| 1.00 | 254 |
| 2.00 | 287 |
| 3.00 | 302 |
| 4.00 | 312 |
| 5.00 | 320 |
| 6.00 | 326 |
| 7.00 | 331 |
| 8.00 | 336 |
| 9.00 | 340 |
| 10.00 | 344 | Students identify beliefs and values that promote effective engagement between cultural groups. They explain culturally appropriate and inappropriate behaviours and provide examples of successful and unsuccessful communication between cultural groups.  | 10–19 | 344–370 | Moving towards 5–6 |
| 11.00 | 347 |
| 12.00 | 350 |
| 13.00 | 353 |
| 14.00 | 356 |
| 15.00 | 359 |
| 16.00 | 362 |
| 17.00 | 365 |
| 18.00 | 367 |
| 19.00 | 370 |
| 20.00 | 373 | Students distinguish between successful and unsuccessful engagement between groups in a culturally diverse community. They suggest examples of successful communication and identify barriers to understanding. They describe their own intercultural experience and its effects on their beliefs and behaviours and are beginning to recognise how representations of cultural groups are derived | 20–30  | 373–400 | Moving towards 5–6 |
| 21.00 | 375 |
| 22.00 | 378 |
| 23.00 | 380 |
| 24.00 | 383 |
| 25.00 | 385 |
| 26.00 | 388 |
| 27.00 | 390 |
| 28.00 | 393 |
| 29.00 | 396 |
| 30.00 | 400 |
| 31.00 | 404 | Students use general principles like inclusiveness to explain effective engagement between cultural groups. They compare their own intercultural experience with the experience of others, connect beliefs and practices to culture and adapt their behaviour to accommodate cultural differences. | 31–37 | 404–460 | At 5–6 |
| 32.00 | 409 |
| 33.00 | 415 |
| 34.00 | 422 |
| 35.00 | 432 |
| 36.00 | 447 |
| 37.00 | 460 |

Interpreting the reports

In general, the reports should be used as part of an on-balance judgement of progress in student learning. The [Advice on assessment](#AdviceonAssessment) in this guide contains further advice on reaching on-balance judgements.

Frequently asked questions

A student’s scaled score is different to their year level. How should I interpret this?

The Intercultural Capability achievement standards define a continuum of increasingly complex knowledge, understandings and skills that indicate, or are associated with, Intercultural Capability. The continuum is not tied to particular year levels, as a student is not required to achieve a set standard of Intercultural Capability within a specified period of time. The achievement standards provide an indication of how Intercultural Capability learning might be expected to develop over time.

Importantly, students who have been assessed as achieving at any particular level on the Intercultural Capability continuum are not being judged as being interculturally capable or otherwise *for their age*. Rather, they have been assessed as to whether or not they are demonstrating a set of knowledge, understandings and skills that have been identified as actions of Intercultural Capability. This enables students to be placed on the continuum so that their next steps for learning can be determined.

Intercultural Capability in the Victorian Curriculum F–10 has been designed to facilitate the development of personalised learning programs for all students. Hence, curriculum delivery is aligned to the actual, rather than assumed, learning level for which each student is ready.

What if I want to revise a raw score?

Student raw scores can be revised if the teacher has ‘applied’ the scores but not ‘submitted’ them. Once scores are submitted, they can only be revised if the student resits the task within the current semester. It is important that student assessments are not submitted until you are confident of the scores that have been awarded. For example, a teacher might have ‘applied’ the scores, and then undertake moderation with colleagues, revise scores as necessary and only then ‘submit’.

How can I get help with the Insight Assessment Platform?

For technical support, please contact the following.

* Government schools

DET Service Desk

servicedesk@edumail.vic.gov.au

1800 641 943

* Non-government schools

Insight Support Mailbox

insight@edumail.vic.gov.au

Appendix 1

Micro-progressions for Intercultural Capability, Levels 5 and 6

The Intercultural Capability achievement standard for Levels 5 and 6 states:

By the end of Level 6, students demonstrate an understanding of how beliefs and practices can be influenced by culture and explain how intercultural experiences can influence beliefs and behaviours.

Students identify the barriers to and means of reaching understandings within and between culturally diverse groups and the ways in which effective engagement with those groups is promoted or inhibited.

Table 3 – Micro-progressions Levels 5 and 6

|  |  |  |
| --- | --- | --- |
| Micro-progression | Description  | Sample student responses |
| 1 | Students identify how intercultural experiences can affect people's beliefs and behaviours. They recognise successful and unsuccessful attempts to engage and reach understanding between cultural groups. | Task bundle: Student Exchange ProgramStudents were able to give a brief reason for how an intercultural experience changed the girl’s behaviour. For instance, they stated that another country may have different rules, which changed the girl’s perspective on how to express herself. Students may also explain the teachers’ and parents’ reaction to the girl’s behaviour, specifically how she has changed and that she was acting differently to others in her class. Task bundle: Culture and LifestyleStudents were able to recognise that they would need to prepare vegetarian dishes for Mei. |
| 2 | Students identify beliefs and values that promote effective engagement between cultural groups. They explain culturally appropriate and inappropriate behaviours and provide examples of successful and unsuccessful communication between cultural groups. | Task bundle: Student Exchange ProgramStudents were able to recognise that parents and teachers reacted to the girl’s changed behaviour the way they did because it did not meet their expectations. For instance, the school was stricter than the one the girl had visited overseas, and her parents and teachers were not accustomed to her new behaviour. The students were able to reflect on their intercultural experiences, such as when they had travelled or moved to Melbourne from another place. They may also cite that the reason the girl changed her behaviour was because she liked the country she visited.Task bundle: Multicultural dayStudents were able to give ideas and reasons for themes for Multicultural Day. For instance, they suggested themes such as clothing and language, stating that it would be interesting to experience how different cultures dress and different ways of communication. Task bundle: Governor PhillipStudents were able to see the different perspectives of the British and the Aboriginal people and understand how these were barriers to understanding. For instance, they were able to point out that the British were quite forceful while the Aboriginal people wanted to take things slowly to figure things out. The students were able to reiterate the path to understanding that was outlined in the task to describe how the British and Aboriginal people reached understanding, such as describing how the British initially captured some Aboriginal people, how Governor Phillip tried to befriend them, and the spearing incident. Students were able to respond that the British and the Aboriginal people eventually reached understanding, stating that the Aboriginal people started to trust the British and that both sides let go of any lingering hostility.Task bundle: Culture and LifestyleStudents were able to write religious beliefs as two examples of beliefs, for instance, Catholicism and Buddhism. |
| 3 | Students distinguish between successful and unsuccessful engagement between groups in a culturally diverse community. They suggest examples of successful communication and identify barriers to understanding. They describe their own intercultural experience and its effects on their beliefs and behaviours and are beginning to recognise how representations of cultural groups are derived. | Task bundle: Student Exchange ProgramStudents were able to describe that the girl changed her behaviours and beliefs because she liked the country she visited and grew accustomed to the freedom she was able to enjoy there. Students were beginning to be able to recognise different perspectives of the teachers, parents and students, but some of them still classified the girl’s behaviour as ‘bad’ upon her return from overseas.Task bundle: Culture and LifestyleIn addition to serving vegetarian food to Mei, students were able to determine what they would serve to Faizul and Levi, both of whom have culturally related dietary requirements. For instance, they stated that they would serve only chicken and no dairy. Task bundle: Multicultural DayStudents were able to suggest one or two other ideas for Multicultural Day, for instance, learning about cultures or languages, and give a reason for their suggestion/s, such as Australia being a multicultural and multilingual society. Students were able to describe the key to success of Multicultural Day. They pointed out the success of giving children the opportunity to play many different types of sports instead of just one or two. Task bundle: Governor PhillipStudents were able to recognise barriers to understanding between the British and the Aboriginal people. For instance, they gave reasons such as different beliefs and perspectives, different languages or different cultures. They were able to recount how the British and Aboriginal people reached understanding by describing the steps taken by Governor Phillip to capture and befriend the Aboriginal people and the Aboriginal people subsequently coming to Sydney in large numbers. Students were able to make a judgement about whether the attempts to reach understanding were successful and provide evidence or reasons for their judgement. For example, one student thought that the British and the Aboriginal people did not succeed, and that contrasting beliefs led to limited, surface-level understanding. Students were able to describe ways to communicate other than using verbal language, such as with laughter or other emotional expressions, Morse code, or smoke signals. Task bundle: Culture and LifestyleStudents were able to list two beliefs and name practices that accompany those beliefs, such as stating that Muslims pray five times a day. They were able to recall personal experiences of interactions with friends who have different cultural practices and describe what they did during those interactions. For instance, one student described visiting his friends who are Muslim and fasting with them during Ramadan. |
| 4 | Students use general principles like inclusiveness to explain effective engagement between cultural groups. They compare their own intercultural experiences with the experiences of others, connect beliefs and practices to culture, and adapt their behaviour to accommodate cultural differences. | Task bundle: Student Exchange ProgramStudents were able to identify that the girl’s behaviour changed due to her experience and described the reasons for this change in more depth. For instance, students contrasted her original school to the overseas school she visited and explained that the girl realised that she could behave differently. Students were able to describe the teachers’ and parents’ reactions in terms of their expectations of the student and how her changed behaviour did not meet these expectations. Students were able to reflect on their own intercultural experiences, for instance, when they went to a different country with different customs or rules or went to the house of a friend who is from a different country. Task bundle: Multicultural DayStudents were able to describe what the footballers had in common, that is, that they are all from different backgrounds. They may point out that the competitive component of the day may have been a reason for the failure of Multicultural Day, as it made some people feel bad about losing. Task bundle: Governor PhillipStudents were able to describe two factors that led to understanding between the British and the Aboriginal people. For instance, they listed language learning, teaching ways to do things, showing respect, giving food and shelter, and exchanging gifts. Students were able to identify that the British and the Aboriginal people reached understanding and give reasons. For instance, they explained that the Aboriginal people went to Sydney and showed no hostility towards the British; both parties no longer battled, started to have peace, and learnt from each other. Students were able to suggest different ways of communicating and were able to describe a way the British and the Aboriginal people communicated without a common language, for instance, by exchanging gifts, using hand gestures, and through body language. Task bundle: Culture and LifestyleStudents were able to elaborate on the influence of culture on beliefs and practices, for instance, describing a grandmother who is Christian and goes to church every Sunday. |

Table 4 – Micro-progression between Levels 3 and 4 and Levels 5 and 6

Table 4 represents a synthesis of the upper and lower performance within each curriculum band.

|  |  |
| --- | --- |
| Achievement standard Levels 3 and 4By the end of Level 4, students are able to compare a range of cultural practices and explain their influence on people’s relationships. They explain what they have learnt about themselves and others from intercultural experiences. Students explain the role of cultural traditions in the development of various identities. They develop critical perspective on and respect for their own and others’ cultures. | Achievement standard Levels 5 and 6By the end of Level 6, students demonstrate an understanding how beliefs and practices can be influenced by culture and explain how intercultural experiences can influence beliefs and behaviours. Students identify the barriers to and means of reaching understandings within and between culturally diverse groups and the ways in which effective engagement with those groups is promoted or inhibited. |
| Synthesised micro-progression 4 from Levels 3 and 4 and micro-progression1 from Levels 5 and 6Students identify and explain how cultural practices influence people’s relationships. They compare the experiences of different cultures and recognise the influence of different perspectives on cultural identity.They identify how intercultural experiences can affect people’s beliefs and behaviours. They recognise successful and unsuccessful attempts to engage and reach understanding between cultural groups. |

Table 5 – Micro-progression between Levels 5 and 6 and Levels 7 and 8

Table 5 represents a synthesis of the upper and lower performance within each curriculum band.

|  |  |
| --- | --- |
| Achievement standard Levels 5 and 6By the end of Level 6, students demonstrate an understanding how beliefs and practices can be influenced by culture and explain how intercultural experiences can influence beliefs and behaviours. Students identify the barriers to and means of reaching understandings within and between culturally diverse groups and the ways in which effective engagement with those groups is promoted or inhibited. | Achievement standard Levels 7 and 8By the end of Level 8, students explain how cultural practices may change over time in a range of contexts. They understand how cultural groups can be represented, and comment on the effects of these representations.Students understand the challenges and benefits of living and working in culturally diverse communities. |
| Synthesised micro-progression 4 from Levels 5 and 6 and micro-progression 1 from Levels 7 and 8Students use general principles like inclusiveness to explain effective engagement between cultural groups. They compare their own intercultural experiences with the experiences of others, connect beliefs and practices to culture, and adapt their behaviour to accommodate cultural differences. Students recognise and explain the challenges and benefits of living and working in a culturally diverse community and identify how traditions or ways of living can change as a result of intercultural encounters. |

Appendix 2 – Task administration guides

For Levels 5 and 6, there are four task bundles with four corresponding administration guides. The task bundles are titled:

* Culture and Lifestyle
* Governor Phillip
* Multicultural Day
* Student Exchange Program.

Culture and Lifestyle – administration guide

Task details

Title: Culture and Lifestyle

Description: Students learn about the influence of culture on beliefs and practices related to food, health and fitness.

Year level: Years 5 and 6

Duration: Approximately 20 minutes

Stimulus: Text

Questions

Questions 1–4

Question type: Short written response

Targeted content description: Analyse how aspects of their own and others’ lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VCICCB009)

Achievement standard extract: … demonstrate an understanding of how beliefs and practices can be influenced by culture …

Task materials and equipment required

* Teacher ensures that students have access to, and are familiar with the Insight Assessment Platform:
* For non-government schools, make sure student data is uploaded onto the Insight Assessment Platform. For assistance, see the [Frequently asked questions](#FrequentlyAskedQuestions) section of this guide.
* Practice tasks are available through *Online Testing* on the platform. Please note that an administration guide and marking guide are not available for the practice tasks.
* Teacher assigns the Culture and Lifestyle task bundle to each student.

Administration instructions

* Teachers can help students with reading the stimulus and questions, explaining difficult or unfamiliar words, typing answers (scribing) and using their computer.
* Teachers may need to give extra explanatory help to students for whom English is an additional language (EAL).
* Teachers should not prompt students with answers or help them with their thinking.
* Students are not allowed to talk or discuss the questions during the assessment.

Introducing the task

Teacher says to the class:

You are going to read short stories about the beliefs and practices of four individuals from different cultures.

The purpose of this task is for you to think about how culture has influenced your own and your friends’ beliefs and practices.

After reading the story, please answer each question by typing your answer in the space provided.

Please answer quietly. Do not say your answers aloud.

If you have any questions, please raise your hand. I will come to you.

Marking the task

Use the Culture and Lifestyle marking guide to mark the students’ work.

Governor Phillip – administration guide

Task details

Title: Governor Phillip

Description: Students consider the barriers to and means of reaching understandings between culturally diverse groups.

Year level: Years 5 and 6

Duration: Approximately 25 minutes

Stimulus: Text

Questions

Questions 1–5

Question type: Short written response

Targeted content description: Identify barriers to and means of reaching understandings within and between culturally diverse groups (VCICCD011)

Achievement standard extract: … identify the barriers to and means of reaching understandings within and between culturally diverse groups …

Task materials and equipment required

* Teacher ensures that students have access to, and are familiar with the Insight Assessment Platform:
* For non-government schools, make sure student data is uploaded onto the Insight Assessment Platform. For assistance, see the [Frequently asked questions](#FrequentlyAskedQuestions) section of this guide.
* Practice tasks are available through *Online Testing* on the platform. Please note that an administration guide and marking guide are not available for the practice tasks.
* Teacher assigns the Governor Phillip task bundle to each student.

Administration instructions

* Teachers can help students with reading the stimulus and questions, explaining difficult or unfamiliar words, typing answers (scribing) and using a computer.
* Teachers may need to give extra explanatory help to students for whom English is an additional language (EAL).
* Teachers should not prompt students with answers or help them with their thinking.
* Students are not allowed to talk or discuss the questions during the assessment.

Introducing the task

Teacher says to the class:

You are going to read a short story about early interactions between British colonists and local Indigenous people in the area where Sydney now stands.

The purpose of this task is for you to think about the challenges faced when cultural groups try to understand each other. You will be imagining and reflecting on other people’s experiences.

After reading the story, please answer each question by typing your answer in the space provided.

Please answer quietly. Do not say your answers aloud.

If you have any questions, please raise your hand. I will come to you.

Marking the task

Use the Governor Phillip marking guide to mark the students’ work.

Acknowledgements

Information in the text has been drawn from:

Clendinnen, I, 2003, *Dancing with Strangers*, Text Publishing, Melbourne

Tench, W, 2012, *1788,* comprising *A Narrative of the Expedition to Botany Bay* (first published 1789)and *A Complete Account of the Settlement at Port Jackson* (first published 1793), Text Publishing, Melbourne

Multicultural Day – administration guide

Task details

Title: Multicultural Day

Description: Students think about effective and ineffective engagement with culturally diverse groups.

Year level: Years 5 and 6

Duration: Approximately 30 minutes

Stimulus: Text

Questions

Question 1

Question type: Short written response

Targeted content description extract: Examine how various cultural groups are represented … (VCICCB014) [Levels 7 and 8]

Achievement standard extract: … understand how cultural groups can be represented … [Levels 7 and 8]

Questions 2–3

Question type: Short written response

Targeted content description extract: Examine and discuss … the things which promote or inhibit effective engagement with diverse cultural groups (VCICCD012) [Levels 5 and 6]

Achievement standard extract: … identify … the ways in which effective engagement with those groups is promoted or inhibited. [Levels 5 and 6]

Questions 4

Question type: Fill in table

Targeted content description As for Questions 2–3

Achievement standard extract: As for Questions 2–3

Task materials and equipment required

* Teacher ensures that students have access to, and are familiar with the Insight Assessment Platform:
* For non-government schools, make sure student data is uploaded onto the Insight Assessment Platform. For assistance, see the [Frequently asked questions](#FrequentlyAskedQuestions) section of this guide.
* Practice tasks are available through *Online Testing* on the platform. Please note that an administration guide and marking guide are not available for the practice tasks.
* Teacher assigns the Multicultural Day task bundle to each student.

Administration instructions

* Teachers can help students with reading the stimulus and questions, explaining difficult or unfamiliar words, typing answers (scribing) and using a computer.
* Teachers may need to give extra explanatory help to students for whom English is an additional language (EAL).
* Teachers should not prompt students with answers or help them with their thinking.
* Students are not allowed to talk or discuss the questions during the assessment.

Introducing the task

The teacher says to the class:

You are going to read an account of a Multicultural Day held at a school.

The purpose of this task is for you to think about ways to bring together diverse cultural groups. You will be reflecting on things that help, and don’t help, to engage cultural groups.

After reading the account, please answer each question by typing your response in the space provided. When answering Question 4, please enter your responses in the table. If you are unsure where to enter your responses to this question, please raise your hand.

Please answer quietly. Do not say your answers aloud.

If you have any other questions, please raise your hand. I will come to you.

Marking the task

Use the Multicultural Day marking guide to mark the students’ work.

Acknowledgements

Information in the stimulus text was inspired by official promotional material about the AFL’s multicultural round in 2018 (<https://www.afl.com.au/news/event-news/multiculturalround>) accessed 10 Sep 2018, link now broken

Student Exchange Program – administration guide

Task details

Title: Student Exchange Program

Description: Students consider how intercultural experiences can influence beliefs and behaviours.

Year level: Years 5 and 6

Duration: Approximately 25 minutes

Stimulus: Text

Questions

Questions 1–3

Question type: Short written response

Targeted content description extract: Explain how intercultural experiences can influence beliefs and behaviours … (VCICCB010)

Achievement standard extract: … explain how intercultural experiences. can influence beliefs and behaviours

Question 4

Question type: Short written response

Targeted content description: Analyse how aspects of their own and others’ lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VCICCB009)

Identify barriers to … understandings within and between culturally diverse groups (VCICCD011, extract)

Achievement standard extract: … demonstrate an understanding of how beliefs and practices can be influenced by culture …

… identify the barriers to … understandings within and between culturally diverse groups …

Question 5

Question type: Short written response

Targeted content description extract: Explain how intercultural experiences can influence beliefs and behaviours … (VCICCB010)

Achievement standard extract: … explain how intercultural experiences can influence beliefs and behaviours.

Task materials and equipment required

* Teacher ensures that students have access to, and are familiar with the Insight Assessment Platform:
* For non-government schools, make sure student data is uploaded onto the Insight Assessment Platform. For assistance, see the [Frequently asked questions](#FrequentlyAskedQuestions) section of this guide.
* Practice tasks are available through *Online Testing* on the platform. Please note that an administration guide and marking guide are not available for the practice tasks.
* Teacher assigns the Student Exchange Program task bundle to each student.

Administration instructions

* Teachers can help students with reading the stimulus and questions, explaining difficult or unfamiliar words, typing answers (scribing) and using their computer.
* Teachers may need to give extra explanatory help to students for whom English is an additional language (EAL).
* Teachers should not prompt students with answers or help them with their thinking.
* Students are not allowed to talk or discuss the questions during the assessment.

Introducing the task

Teacher says to the class:

You are going to read a short story about the impact of one student’s experience of living and working in a different country.

The purpose of this task is for you to think about the effect that cultural experiences can have on people. You will be imagining other people’s experiences and reflecting on your own.

After reading the story, please answer each question by typing your answer in the space provided.

Please answer quietly. Do not say your answers aloud.

If you have any questions, please raise your hand. I will come to you.

Marking the task

Use the Student Exchange Program marking guide to mark the students’ work.