Intercultural Capability   
Digital Assessments

General guide

Levels 9 and 10

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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 9 and 10.

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 9 and 10. 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 9 and 10
* task administration guides for Levels 9 and 10

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, 9–10) and between bands (for example, between 7–8 and 9–10). 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 two 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.

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:** Fair Dinkum Fixes

**Item:** The author of the main article in this online discussion argues that some cultural values are incompatible. Responding to this argument, discuss whether the following claims are justified:

* People from ‘group’ cultures represent a threat to the Australian way of life
* Families should not be held responsible for the actions of their individual members, no matter what culture they belong to
* It is not racist to point out different cultural values or say that they are incompatible

Optional: You may refer to any of the five online comments in your response.

**Marking guide:**  Responds to the argument of the author and develops a consistent position on whether the three claims are justified: Score 3

Responds to the argument of the author and develops a consistent position on fewer than three claims: Score 2

Adopts a position without addressing the argument of the author, OR summarises or reiterates the argument of the author: Score 1

Other responses: Score 0

|  |  |  |
| --- | --- | --- |
|  | Student response | Score awarded by teacher |
| Student 1 | In the article it says “It is not racist to point out different cultural values or say that they are incompatible”. Pointing out cultural differences can help to understand another culture but it should never be done to ridicule or offend the people of that culture. I believe when you are learning another language that pointing out how that country’s people are different culturally helps to learn more about what is important. When the article uses the phrase “incompatible” I strongly disagree because if we try hard enough as a society we can find ways to agree with each other and learn from each other. Not everything in every culture is fair or safe, but that means we need to understand and change. We have said many things are incompatible but later found out that they are if we are willing to find a way to make them compatible. | 3 |
| Student 2 | All three of these are purely the opinion of one person and they are entitled to their own opinion but cannot speak for society. This idea applies to all three dot points and the author has no right to dictate what is or isn’t okay to do. Point 1 is the opinion of a person who is unable to move away from the idea that the ‘Australian way of life’ cannot be defined. Point 2 just reinforces that this person’s opinion is that the Australian way is better. Point 3 is also one person’s opinion, but my opinion is that to point out cultural differences or say they are incompatible is the definition of racism because it means pointing out and discriminating against a culture and separating it from what is considered 'normality'. | 1 |

This example compares a response that was correctly scored with one that was not.

Student 1’s response has been incorrectly awarded a score of three. It develops a consistent position on only one of the three claims and should have been awarded a score of two. It is an example of a high-level response to only one part of the question.

Student 2’s response has been correctly awarded a score of one. The observation that the author is expressing an opinion does not address the question of whether the opinion is justified or well defended by the author. For the most part, this response avoids engaging with the intercultural issues raised by the three claims in the item. The response to the first claim offers a possible basis for an argument but does not develop it into a consistent position. The response to the second claim reiterates the observation that the author is expressing an opinion. The response to the third claim opposes the author’s opinion with the student’s own opinion but contains two undefended assumptions: that to discriminate between two things is also to discriminate against one of them, and that to identify a difference is to create an opposition with ‘normality’. This response adopts a position without addressing the arguments of the author.

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 9 and 10. 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 9 and 10 with a total raw score of 14.00. Looking at the table, this converts to a scaled score of 385, which sits within the ‘cut score scaled’ range of 373–410 that corresponds to the micro-progression described by ‘Students identify the challenges of issues that arise from living in a globally interconnected world. They are beginning to offer judgements about the extent of social cohesion in a multicultural society and suggest strategies to promote it. They recognise consequences for minority groups of failing to maintain cohesion.’ This student has given evidence that they have begun to move *towards* the standard for the curriculum band Levels 9 and 10 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 9 and 10

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Raw score | Scaled score | Micro-progression description | Cut score raw | Cut score scaled | Curriculum  continuum |
| 0 | 247 | Students recognise the challenges and benefits of maintaining or failing to maintain social cohesion and living in an interconnected and culturally diverse world. They are beginning to express views on contested issues in a multicultural society and identify the influence of culture on the views of others. | 0–10 | 330–368 | 247–316:  Insufficient evidence  330–368:  Below 9–10 |
| 1.00 | 253 |
| 2.00 | 276 |
| 3.00 | 298 |
| 4.00 | 316 |
| 5.00 | 330 |
| 6.00 | 341 |
| 7.00 | 350 |
| 8.00 | 357 |
| 9.00 | 363 |
| 10.00 | 368 |
| 11.00 | 373 | Students identify the challenges of issues that arise from living in a globally interconnected world. They are beginning to offer judgements about the extent of social cohesion in a multicultural society and suggest strategies to promote it. They recognise consequences for minority groups of failing to maintain cohesion. | 11–22 | 373–410 | Moving towards 9–10 |
| 12.00 | 377 |
| 13.00 | 381 |
| 14.00 | 385 |
| 15.00 | 389 |
| 16.00 | 392 |
| 17.00 | 395 |
| 18.00 | 398 |
| 19.00 | 401 |
| 20.00 | 404 |
| 21.00 | 407 |
| 22.00 | 410 |
| 23.00 | 412 | Students describe how the extent of social cohesion affects different cultural groups, recognising factors that support or challenge social cohesion in a society. They offer strategies to address specific cultural issues while considering different perspectives. They recognise features of complex interrelationships between and within cultures and identify factors (e.g. cultural background) affecting the influence of intercultural encounters on attitudes, beliefs and behaviours towards other cultures. | 23–37 | 412–449 | Moving towards  9–10 |
| 24.00 | 415 |
| 25.00 | 418 |
| 26.00 | 420 |
| 27.00 | 423 |
| 28.00 | 426 |
| 29.00 | 428 |
| 30.00 | 431 |
| 31.00 | 433 |
| 32.00 | 436 |
| 33.00 | 438 |
| 34.00 | 441 |
| 35.00 | 444 |
| 36.00 | 447 |
| 37.00 | 449 |
| 38.00 | 452 | Students critically analyse from different perspectives the challenges and benefits of living in an interconnected world and provide examples of how they can affect attitudes, beliefs and behaviours towards other cultures. Students discuss multiple strategies to address such challenges and analyse the complex interrelationships between and within cultures. They use evidence to develop positions on contested issues. | 38–52 | 452–592 | At 9–10 |
| 39.00 | 455 |
| 40.00 | 459 |
| 41.00 | 462 |
| 42.00 | 466 |
| 43.00 | 470 |
| 44.00 | 475 |
| 45.00 | 480 |
| 46.00 | 487 |
| 47.00 | 494 |
| 48.00 | 504 |
| 49.00 | 515 |
| 50.00 | 530 |
| 51.00 | 554 |
| 52.00 | 592 |

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](mailto:servicedesk@edumail.vic.gov.au)

1800 641 943

* Non-government schools

Insight Support Mailbox

[insight@edumail.vic.gov.au](mailto:insight@edumail.vic.gov.au)

Appendix 1

Micro-progressions for Intercultural Capability, Levels 9 and 10

The Intercultural Capability achievement standard for Levels 9 and 10 states:

By the end of Level 10, students critically analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of living in an interconnected and culturally diverse world. They evaluate how intercultural relationships and experiences influence attitudes, beliefs and behaviours in different contexts.

Students analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion.

Table 3 – Micro-progressions Levels 9 and 10

|  |  |  |
| --- | --- | --- |
| Micro-progression | Description | Sample student responses |
| 1 | Students recognise the challenges and benefits of maintaining or failing to maintain social cohesion and living in an interconnected and culturally diverse world. They are beginning to express views on contested issues in a multicultural society and identify the influence of culture on the views of others. | Task bundle: Multiculturalism and Social Cohesion  Students were able to explain that one of the benefits of social cohesion is less violence and people feeling safer.  Task bundle: Arranged Marriages  Students were beginning to show understanding that a forced marriage is one where a woman would have no choice, whereas the woman would have a say in an arranged marriage. |
| 2 | Students identify the challenges of issues that arise from living in a globally interconnected world. They are beginning to offer judgements about the extent of social cohesion in a multicultural society and suggest strategies to promote it. They recognise consequences for minority groups of failing to maintain cohesion. | Task bundle: Multiculturalism and Social Cohesion  Students were able to identify the consequences of not maintaining social cohesion. For instance, they may state that certain groups feel discriminated against, unsafe and not feel a sense of belonging. They were able to identify the benefits of maintaining social cohesion, such as preserving trust between people, having a higher level of safety, and presenting opportunities to learn about a range of diverse cultures. They were able to identify the benefits of maintaining social cohesion for minority groups by giving similar examples, such as improving relationships. They were able to explain that discrimination will occur towards minority groups if social cohesion is not maintained.  Task bundle: Social Cohesion and Australia–Asia Engagement  Students were able to evaluate the extent to which Australia is a cohesive society. For instance, they may state that Australia is a ‘relatively’ cohesive society and give reasons, or they may mention that while violence against people of different races is not tolerated, people of different races continue to be discriminated against.  Task bundle: Tourism  Students were able to recognise different benefits and challenges of tourism, such as economic advantages and challenges that include a loss of culture and tradition.  Task bundle: Arranged Marriages  Students were able to explain that arranged marriages are consensual whereas forced marriages provide no choice for the people getting married. Students were able to recognise that culture can influence views of arranged marriages. They may give examples of cultures in which arranged marriages are the norm in contrast to cultures in which arranged marriages are not common practice. |
| 3 | Students describe how the extent of social cohesion affects different cultural groups, recognising factors that support or challenge social cohesion in a society. They offer strategies to address specific cultural issues while considering different perspectives. They recognise features of complex interrelationships between and within cultures and identify factors (e.g. cultural background) affecting the influence of intercultural encounters on attitudes, beliefs and behaviours towards other cultures. | Task bundle: Multiculturalism and Social Cohesion  In addition to being able to describe the consequences of not maintaining social cohesion and the benefits of maintaining social cohesion, students were able to describe how social cohesion affects minority groups, such as by explaining that they may be left without opportunities. Students were beginning to offer strategies to maintain social cohesion, such as by creating a campaign slogan that conveys the importance of preserving interconnections between people.  Task bundle: Fair Dinkum Fixes  Students were beginning to describe simple strategies to deal with the challenges of an interconnected global community, such as by handing out fines to people who discriminate online or by learning from others through living in a diverse community.  Task bundle: Tourism  Students were able to recognise the different perspectives that groups may have towards tourism. For example, they may explain that businesses may see it as positive, as it brings in income, but the elders see it as negative due to lost tradition and culture. In addition, students recognised that younger people view tourism positively, as they have opportunities to experience different perspectives from outside where they live. Students were able to recognise the influence of tourism on people’s beliefs by describing that tourists could make judgements and form stereotypes about the locals. They were able to recognise that the locals could stereotype tourists based on the way some tourists act.  Task bundle: Arranged Marriages  Students were able to describe the difference between arranged marriage and forced marriage. They were able to describe the challenges arranged marriages can pose in a multicultural country like Australia. For instance, they may mention that some cultures see these marriages as an infringement of individual rights. Students were beginning to recognise that victims of forced marriages are afraid to come forward, due to family expectations, despite the criminalisation of such marriages.  Task bundle: Social Cohesion and Australia–Asia Engagement  Students were beginning to recognise the complexity of Australia’s relationship with Asia. For instance, they may describe the good trade relationship between Australia and the Asia region in contrast to the discrimination experienced by people of Asian background in Australia. |
| 4 | Students critically analyse from different perspectives the challenges and benefits of living in an interconnected world and provide examples of how these can affect attitudes, beliefs and behaviours towards other cultures. Students discuss multiple strategies to address such challenges and analyse the complex interrelationships between and within cultures. They use evidence to develop positions on contested issues. | Task bundle: Multiculturalism and Social Cohesion  Students were able to provide two strategies to promote social cohesion. For instance, they suggested that people be encouraged to accept one another and give evidence to the community of the benefits of social cohesion. Students were able to formulate central campaign slogans that encourage social cohesion and spread messages of understanding and cooperation.  Task bundle: Fair Dinkum Fixes  Students were able to recognise the challenges of an interrelated global society and present strategies to address these challenges. For instance, students described racism as a challenge that occurs freely online with few consequences. A strategy suggested included having a chatroom to discuss issues to encourage people to learn about each other and build understanding. Students were beginning to critically analyse an online discussion that presents different views. For instance, students described each comment in terms of their own experience or opinion. In addition, there were able to formulate ideas for websites to promote diversity, such as by using an image of a puzzle and stating that everyone needs to find a way to fit together to create a whole.  Task bundle: Arranged Marriages  Students were able to go into more depth about arranged marriages. For example, they explained that, in many cultures, arranged marriages are accepted and that marriages based on love is a Western concept. Students were able to give reasons as to why victims of forced marriage are afraid to come forward, such as fear of family backlash and lack of faith in a justice system where there have been no successful prosecutions to date. |

Table 4 – Micro-progression between Levels 7 and 8 and Levels 9 and 10

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

|  |  |
| --- | --- |
| Achievement standard Levels 7 and 8  By 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. | Achievement standard Levels 9 and 10  By the end of Level 10, students critically analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of living in an interconnected and culturally diverse world. They evaluate how intercultural relationships and experiences influence attitudes, beliefs and behaviours in different contexts.  Students analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion. |
| Synthesised micro-progression 3 from Levels 7 and 8 and micro-progression 1 from Levels 9 and 10  Students explain the effects of stereotypes on cultural groups and suggest alternative representations of cultural groups to address these effects. Students recognise the challenges and benefits of maintaining or failing to maintain social cohesion and of living in an interconnected and culturally diverse world. They are beginning to express views on contested issues in a multicultural society and to identify the influence of culture on the views of others. | |

Appendix 2 – Task administration guides

For Levels 9 and 10, there are five task bundles with five corresponding administration guides. The task bundles are titled:

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

Arranged Marriages – administration guide

Task details

Title: Arranged Marriages

Description: Students reflect on arranged marriage as an example of a cultural practice that poses challenges for a multicultural society like Australia.

Year level: Years 9 and 10

Duration: Approximately 40 minutes

Stimulus: Text

Questions

Questions 1–5

Question type: Short written response

Targeted content description: Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (VCICCD019)

Achievement standard extract: … critically analyse … the challenges and benefits of living in an interconnected and culturally diverse world.

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 Arranged Marriages 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

The teacher says to the class:

You are going to read two short texts about arranged marriage.

The purpose of this task is for you to think about how some cultural practices can pose challenges in a multicultural society like Australia.

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 Arranged Marriages marking guide to mark the students’ work.

Acknowledgements

Part 1 of the stimulus text is based on the resource ‘Background for Teachers on Arranged Marriages’ from ‘Paul D. Coverdell World Wise Schools’ page by Peace Corps, <https://www.peacecorps.gov/educators/resources>, accessed 24 June 2019

Part 2 of the stimulus text is based on:

* ‘Why victims aren’t coming forward about forced marriages’ by Sandra Siagian, ABC News, <http://www.abc.net.au/news/2018-06-18/why-arent-victims-coming-forward-about-forced-marriages/9881834>, accessed 24 June 2019
* ‘Arranged Marriage’, *Insight*, SBS television, <https://www.sbs.com.au/news/insight/tvepisode/arranged-marriage>, accessed 24 June 2019

Multiculturalism and Social Cohesion – administration guide

Task details

Title: Multiculturalism and Social Cohesion

Description: Students consider the effects of different levels of social cohesion in a multicultural society and the ways they can be addressed.

Year level: Years 9 and 10

Duration: Approximately 35 minutes

Stimulus: Text

Questions

Questions 1–4

Question type: Short written response

Targeted content description: Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion (VCICCD020)

Achievement standard extract: … analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion.

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 Multiculturalism and Social Cohesion 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 some information about multiculturalism and social cohesion in Australia.

The purpose of this task is for you to think about the consequences of maintaining and not maintaining social cohesion and the strategies by which these consequences can be addressed. You will be imagining and reflecting on the experiences of different cultural groups in a multicultural society.

After reading the information, please respond to 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 Multiculturalism and Social Cohesion marking guide to mark the students’ work.

Acknowledgements

Information in the stimulus text has been sourced from:

Markus, A, 2017, *Mapping Social Cohesion: The Scanlon Foundation surveys 2017,* ACJC, Faculty of Arts, Monash University, Caulfield East

Fair Dinkum Fixes – administration guide

Task details

Title: Fair Dinkum Fixes

Description: By engaging with an online debate about cultural differences, students explore the challenges and benefits of living in an interconnected and culturally diverse world.

Year level: Years 9 and 10

Duration: Approximately 50 minutes

Stimulus: Written text

Questions

Question 1

Question type: Short critical essay

Targeted content description: Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (VCICCD019)

Achievement standard extract: … critically analyse … the challenges and benefits of living in an interconnected and culturally diverse world.

Question 2

Question type: Complex task: develop a promotional campaign

Targeted content description: As above

Achievement standard extract: As above

Question 3

Question type: Letter to editor

Targeted content description: As above

Achievement standard extract: As above

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 Fair Dinkum Fixes 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 a debate about cultural differences.

The purpose of this task is for you to think about the challenges and benefits of living in an interconnected and culturally diverse world. You will be critically examining arguments and constructing your own.

After reading the debate, please answer each question by typing your response in the space provided. When answering Question 2, you have the option of producing sketches of visual imagery. Responses to this question may be written or visual or both.

Please answer quietly. Do not discuss your ideas or say your answers aloud.

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

Marking the task

Use the Fair Dinkum Fixes marking guide to mark the students’ work.

Tourism – administration guide

Task details

Title: Tourism

Description: Students examine and formulate responses to a scenario relating to tourism at a fictionalised location and its intercultural implications.

Year level: Years 9 and 10

Duration: Approximately 50 minutes

Stimulus: Text

Questions

Questions 1–2

Question type: Open-ended written response

Targeted content description: Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (VCICCD019)

Achievement standard extract: … students critically analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of living in an interconnected and culturally diverse world.

Question 3

Question type: Open-ended written response

Targeted content description: Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts (VCICCB018)

Achievement standard extract: They evaluate how intercultural relationships and experiences influence attitudes, beliefs and behaviours in different contexts.

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 Tourism 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

The teacher says to the class:

In this task, you will examine a scenario about tourism. The task requires you to make sense of and respond to some intercultural issues.

The scenario is presented in two parts with corresponding questions.

After reading each part, please respond to the questions. As part of your responses, you will be asked to compare, analyse, explain, evaluate and give examples.

Please type 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 Tourism marking guide to mark the students’ work.

Social Cohesion and Australia–Asia Engagement – administration guide

Task details

Title: Social Cohesion and Australia–Asia Engagement

Description: **Students examine and formulate responses to information, statistics and scenarios relating to social cohesion and Australia–Asia engagement**.

Year level: Years 9 and 10

Duration: Approximately 60 minutes

Stimulus: Text

Questions

Questions 1–3

Question type: Open-ended written response

Targeted content description: Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion (VCICCD020)

Achievement standard extract: … Students analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion

Question 4

Question type: Open-ended written response

Targeted content description: Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others’ cultural practices (VCICCB017)

Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts (VCICCB018)

Achievement standard extract: … students critically analyse the complex and dynamic interrelationship between and within cultures …

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 Social Cohesion and Australia-Asia Engagement 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

The teacher says to the class:

In this task, you will examine short texts containing information, statistics and scenarios about social cohesion and Australia–Asia engagement. The task requires you to make sense of and respond to some intercultural issues.

The texts are presented in three parts with corresponding questions.

After reading the texts in each part, please respond to the questions. As part of your responses, you will be asked to argue, explain, justify, and give examples.

Please type 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 Social Cohesion and Australia–Asia Engagement marking guide to mark the students’ work.

Acknowledgements

Information in the stimulus text has been sourced from:

Australian Bureau of Statistics, 2017, ‘Over 28 per cent of Australians born overseas’ (media release), <http://www.abs.gov.au/ausstats/abs@.nsf/lookup/3412.0Media%20Release12015-16>, accessed 18 September 2018

Department of Foreign Affairs and Trade, 2017, ‘Australia’s trade in goods and services 2016’, <https://dfat.gov.au/about-us/publications/trade-investment/australias-trade-in-goods-and-services/Pages/australias-trade-in-goods-and-services-2016.aspx>, accessed 18 September 2018

Markus, A, 2016, *Australians Today: The Australia@2015 Scanlon Foundation National Survey*, ACJC, Faculty of Arts, Monash University, Caulfield East

Markus, A, 2017, *Mapping Social Cohesion: The Scanlon Foundation surveys 2017,* ACJC, Faculty of Arts, Monash University, Caulfield East