

Foundation to Level 2	Levels 3 and 4	Levels 5 and 6	Levels 7 and 8	Levels 9 and 10
Understanding Concepts				
Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts	Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations	Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued	Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities, and the extent they are and should be valued by different individuals and groups	Investigate the connections and distinctions between and the relative value of concepts including fairness and equality, and respect and tolerance
	Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why	Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles	Investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought	Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles, considering the influence of cultural norms, religion, world views and philosophical thought
	Discuss the ways to identify ethical considerations in a range of problems	Examine how problems may contain more than one ethical issue	Investigate criteria for determining the relative importance of matters of ethical concern	Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues
Decision Making and Actions				
Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so	Explore how apparently wrong actions can sometimes lead to good outcomes and the reverse	Explore the significance of ‘means versus ends’ by considering two ways to act when presented with a problem: one that privileges means and one ends	Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action	Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches
Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved	Discuss the role of personal values and dispositions in ethical decision-making and actions	Discuss the role and significance of conscience and reasoning in ethical decision-making	Discuss the role of context and experience in ethical decision-making and actions	Investigate how different factors involved in ethical decision-making can be managed by people and groups
Achievement Standard				
<p>By the end of Level 2, students identify and describe ethical concepts using illustrative examples from familiar situations and a basic vocabulary about ethical problems and their outcomes.</p> <p>Students identify and explain acts and situations that have ethical dimensions, using illustrative examples. They explain that personal feelings may influence the way people behave in situations where ethical issues are involved.</p>	<p>By the end of Level 4, students use concrete examples from a range of contexts to explain the contested meaning of concepts and significance of acts. They explain how to identify ethical considerations in problems.</p> <p>Students use examples to evaluate ethical actions in relation to their outcomes. They explain the role of personal values and dispositions in ethical decision-making and actions, recognising areas of contestability.</p>	<p>By the end of Level 6, students evaluate the meaning of ethical concepts and analyse their value, identifying areas of contestability. They explain different ways to respond to ethical problems and identify issues related to these.</p> <p>Students identify different ethical issues associated with a particular problem. They identify the basis of a range of ethical principles and explain the role and significance of conscience and reasoning in ethical decision-making.</p>	<p>By the end of Level 8, students explain different ways ethical concepts are represented and analyse their value to society, identifying areas of contestability. They articulate how criteria can be applied to determine the importance of ethical concerns.</p> <p>Students analyse the differences in principles between people and groups. They explain different views on the extent of ethical obligation and analyse their implications for the consequences of and duties involved in ethical decision-making and action. They analyse the role of context and experience in ethical decision-making and action.</p>	<p>By the end of Level 10, students explain connections and distinctions between ethical concepts, identifying areas of contestability in their meanings and relative value.</p> <p>Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues. They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. They explain how different factors involved in ethical decision-making can be managed.</p>