| **Dimension of consumer and financial literacy** | **Sub-element** | **Level 1e**  Typically, by the end of Foundation Year, students: | **Level 2**  Typically, by the end of Year 2, students: | **Level 3**  Typically, by the end of Year 4, students: | **Level 4**  Typically, by the end of Year 6, students: | **Level 5**  Typically, by the end of Year 8, students: | **Level 6**  Typically, by the end of Year 10, students: |
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| **Competencies and skills** | **Challenge stereotypes and prejudices** | identify examples of the acceptance and inclusion of others in given situations | discuss the effects of acceptance and inclusion in familiar situations | explain the dangers of making generalisations about individuals and groups | explain the impact of stereotypes and prejudices on individuals and groups within Australia | identify and challenge stereotypes and prejudices in the representation of group, national and regional identities | critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels |
| **Responsibility and enterprise** | **Investigate culture and cultural identity** | share ideas about self and belonging with peers | identify and describe the various groups to which they belong and the ways people act and communicate within them | identify and describe variability within and across cultural groups | identify and describe the roles that culture and language play in shaping group and national identities |  |  |
| **Consider and develop multiple perspectives** | express their opinions and listen to the opinions of others in given situations | express their own perspectives on familiar topics and texts, and identify the perspectives of others | identify and describe shared perspectives within and across various cultural groups | explain perspectives that differ to expand their understanding of an issue | assess diverse perspectives and the assumptions on which they are based | present a balanced view on issues where conflicting views cannot easily be resolved |
| **Empathise with others** | imagine and describe their own feelings if they were put in someone else’s place | imagine and describe the feelings of others in familiar situations | imagine and describe the feelings of others in a range of contexts | imagine and describe the situations of others in local, national and global contexts | imagine and describe the feelings and motivations of people in challenging situations | recognise the effect that empathising with others has on their own feelings, motivations and actions |