# Asia and Australia’s Engagement with Asia cross-curriculum priority – comparison

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Introduction

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
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| Learning about Asia and Australia’s engagement with Asia allows students to develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world.  Learning about Asia and Australia’s engagement provides students with both a regional context for their learning, as well as building an understanding of the diversity of cultures and peoples living in Australia.  Many Asian nations are growing rapidly and are regionally and globally influential. Immigrants from all these countries have historically contributed to Australia’s development and will continue to do so in the future. An understanding of Asia underpins the capacity of Australian students to be active and informed citizens, fosters social inclusion and cohesion, and is vital to the prosperity of Australia. | The Australian Human Rights Commission states, ‘Australia is a vibrant, multicultural country. We are home to the world’s oldest continuous cultures, as well as Australians who identify with more than 270 ancestries … This rich, cultural diversity is one of our greatest strengths. It is central to our national identity.’[[1]](#footnote-2) The Asia and Australia’s Engagement with Asia cross-curriculum priority provides students with the opportunity to engage with this great strength and build upon this foundation as they develop their own identities as Victorians, Australians and global citizens.  Learning about this cross-curriculum priority is embedded throughout the curriculum areas of the Victorian Curriculum F–10. This learning enables students to develop knowledge, skills, capabilities and attitudes to effectively navigate and contribute to our regional neighbourhood and to emerge as active and informed global citizens. To understand the Asia region and its diversity, students require an insight into the societies, beliefs, histories, cultures, languages and environments of Asian nations. They need to develop an appreciation of the significant historical contributions from Asian countries and build an understanding of the region’s contemporary opportunities and challenges. Knowledge, understanding, respect and active engagement between Australia and Asia will build positive relationships when guided by critical thinking, respect and reflection.  Students will understand that, throughout history, countries from the Asia region have shaped human endeavour in ways that have significantly changed the world, such as through the development of metal movable type and the compass in China, and India’s contributions to mathematics, astronomy, cartography and metrology. They will learn that Australia’s engagement and connectedness with the countries of Asia and the Indo-Pacific is reflected in relationships that have developed over thousands of years. For example, Australia is home to more than one million Chinese-Australians, some of whom were born in Australia to ancestors who immigrated to Australia several generations ago. Since 2000, the countries of birth for many permanent migrants to Australia have been Asian countries.[[2]](#footnote-3) The people, environments, economies, technologies, transport systems, communications systems, security, cultures and histories of the Asia region and Australia are interdependent. Migrants from the Asia region have contributed to Australia’s development historically and will continue to do so in the future.  Students will understand the significant roles imperialism and conflict have played in the Asian region and that this has led to tense relationships between Asian countries, as well as between Asian countries and Western nations. There are a range of political systems within the Asia region. Many countries in the region are increasingly divided in their position on national sovereignty and international intervention.  Through learning about Asia and Australia’s engagement with Asia, students will understand that, today, the Asia region is the largest producer and consumer of goods and services in the world and exerts significant influence globally. They will learn that Australia continues to seek opportunities to engage with Asian nations strategically, politically, culturally and economically and that Australia’s future will be determined by the choices we make and how we engage with our regional neighbours. They will understand that current historic shifts in global innovation networks and economic, security and technology systems, alongside global environmental and social challenges, heighten the need for Asia–Australia engagement to continue.  Connection, consultation and collaboration are essential for all people to understand Asia and Indo-Pacific–Australia engagement. Opportunities that can generate diverse cultural perspectives and experiences include opportunities provided by family and local community links; resources such as the Immigration Museum, the Golden Dragon Museum in Bendigo, the Melbourne Museum and the National Gallery of Victoria; and connections made through travel initiatives, study programs and social media platforms. | More detailed introductory information provided to assist with teachability. The introductory information provides clarity of what the CCP entails, some examples and a definition of Asia |

## Organising ideas

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
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| **Diversity** *–* recognises the diversity of environments, people and countries that make up Asia | Knowing Asia and its diversity  These organising ideas emphasise the need to appreciate the backgrounds, traditions, stories, religions, beliefs and perspectives within and among the nations of the Asia region and the interconnections with Australia. This appreciation is supported by an understanding of Asia and Australia’s interconnected environments – natural, managed and constructed – and the political, economic and technological systems that drive relationships. | Description of set of organising ideas updated in VC2  More information provided to clarify the context for each organising idea |
| The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions. | Peoples of the Asia region are diverse in their backgrounds, experiences, traditions, cultures, histories, stories, religions, beliefs, perspectives and languages.  VC2CCPASK1 | Codes have been added to identify each organising idea in VC2  Removed ‘countries’ and ‘ethnic’ from VC1  Refined to include 'experiences’, ‘histories’, ‘stories’, ‘perspectives’ and ‘religions’ in VC2 |
| Interrelationships between humans and the diverse environments in Asia shape the region and have global implications. | The interrelationships between people and the diverse environments and systems across the Asia region have global implications.  VC2CCPASK2 | Refined to include ‘Systems’ |
| **Achievements** *–* explores the cultural and historical achievements of Asia | Understanding Asia’s global significance  These organising ideas examine the ways in which different nations in Asia have effected change and contributed historically and in modern times to global developments, with human endeavour expressed through the arts, and political, economic and scientific pursuits. Highlighting key individuals, events, developments or nations reinforces how they have contributed to Asia’s global significance. | Set of organising ideas refined and renamed for greater clarity |
| The peoples and countries of Asia have contributed and continue to contribute to world history and human endeavour. | The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.  VC2CCPASU1 | Refined to update terminology and improve clarity.  ‘Nations of Asia’ replaces ‘the peoples and countries of Asia’.  ‘Contemporary global relationships’ and ‘responses to global developments and events’ replaces ‘human endeavour’. |
| The arts and literature of Asia influence aesthetic and creative pursuits within Australia, the region and globally. | The peoples of Asia shape human endeavour through the arts and political, sporting, economic, technological and scientific domains.  VC2CCPASU2 | Refined and extended to include political, sporting, economic, technological and scientific domains |
| **Engagement**– examines Asia-Australia cultural, economic, historical and political engagements | Growing Asia–Australia engagement  These organising ideas include the relationship-building contribution of Australians with Asian heritage and explore how active connections between young people and Asia’s diverse communities can be deepened and contribute to global citizenship. Interaction builds empathy, respects cultural and linguistic differences, and leads to collaborative economic, political and social opportunities and outcomes. These active connections provide lived experiences of global citizenship for students, including through popular culture, and foster relationships that reflect the historical and contemporary interdependency of Australia and the nations of Asia. | More information provided to clarify the context for each organising idea |
| Collaboration and engagement with the peoples of Asia supports effective regional and global citizenship. | Australia’s deep and continuing relationships with the peoples of Asia develop and influence mutual understandings and expressions of citizenship and culture nationally, regionally and globally.  VC2CCPASG1 | Refined to provide more detail and to acknowledge the established relationship |
| Australia is part of the Asia region and our histories from ancient times to the present are linked. | Australia and Asia are interdependent through a range of historical and contemporary connections.  VC2CCPASG2 | Refined language, and improved articulation of the concepts |

1. Australian Human Rights Commission (n.d.) [*Face the facts: Cultural Diversity*](https://humanrights.gov.au/sites/default/files/FTFCulturalDiversity.docx), p. 2, Australian Human Rights Commission website. [↑](#footnote-ref-2)
2. Australian Bureau of Statistics (2021) [*Permanent migrants in Australia*](https://www.abs.gov.au/statistics/people/people-and-communities/permanent-migrants-australia/latest-release#:~:text=In%20August%202021%3A,Australian%20citizens%20(1.8%20million%20people)), ABS website. [↑](#footnote-ref-3)