General capabilities: Level 3 overview

Prep – Year 10 Australian Curriculum

This resource provides an overview of the Australian Curriculum General Capabilities: Level 3. It can be used to support the planning of teaching, learning and assessment for students in Years 3 and 4.

Literacy

Interrelated elements		Typically, by the end of Year 4, students:		
Overarching processes	Comprehending texts through listening, reading and viewing	navigate, read and view different types of texts with illustrations and more detailed graphics	listen to spoken instructions with some detail for undertaking learning area tasks, listen to identify key information in spoken and multi-modal texts and respond to texts read aloud	interpret literal information and make inferences to expand topic knowledge using comprehension strategies
	Composing texts through speaking, writing and creating	compose and edit a range of learning area texts	use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts	plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and appropriate visual and multimodal elements
Areas of knowledge	Text knowledge	use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts	use knowledge of how texts are made cohesive through linking words and phrases, for example 'so', 'therefore', 'then', 'in addition', and the correct use of pronouns to comprehend and compose texts	
	Grammar knowledge	use simple, compound and complex sentence structures to describe, explain, report and make connections between ideas and events	recognise and use adverbs and prepositional phrases that provide detailed descriptions in the learning areas	differentiate between the language of opinion and feeling and the language of factual reporting or recording
	Word knowledge	use growing subject-specific vocabulary to read, discuss and write about learning area topics	spell topic words, more complex irregular words, regular words and word families containing known letters and letter clusters, and use strategies for attempting unknown words	
	Visual knowledge	identify the effects of choices in the construction of images, including framing and composition		

Numeracy

Interrelated elements	Typically, by the end of Year 4, students:		
Estimating and calculating with whole numbers	model, represent, order and use numbers up to five digits	estimate a solution to a problem and then check the solution by recalling addition, subtraction, multiplication and division facts	estimate the change from simple purchases
Recognising and using patterns and relationships	identify and describe trends in everyday patterns		
Using fractions, decimals, percentages, ratios and rates	visualise, describe and order tenths, hundredths, 1-place and 2-place decimals	solve problems using equivalent fractions for tenths, hundredths, 1-place and 2-place decimals	
Using spatial reasoning	visualise, sort, identify and describe symmetry, shapes and angles in the environment	interpret information, locate positions and describe routes on maps and diagrams using simple scales, legends and directional language	
Interpreting statistical information	collect record and display data as tables, diagrams, picture graphs and column graphs	describe possible outcomes from chance experiments using informal chance language and recognising variations in results	
Using measurement	estimate, measure and compare the length, temperature, volume, capacity and mass of everyday objects using metric units and scaled instruments	read digital and analogue clocks to the minute, convert between hours and minutes, use 'am' and 'pm', and use calendars to locate and compare time events	

Information and communication technology (ICT) capability

Interrelated elements	Typically, by the end of Year 4, students:			
Applying social and ethical protocols and practices	acknowledge when they use digital products created by someone else, and start to indicate the source	independently apply standard guidelines and techniques for particular digital systems to secure digital information	apply standard guidelines and take action to avoid the common dangers to personal security when using ICT and apply appropriate basic social protocols when using ICT to communicate with unknown audiences	identify the value and role of ICT use at home and school
Investigating with ICT	use ICT to plan an information search or generation of information, recognising some pattern within the information	locate, retrieve or generate information from a range of digital sources		explain why located data or information was selected
Creating with ICT	use ICT to generate ideas and plan solutions	create and modify simple digital solutions, creative outputs or data representation/transformation for particular purposes		
Communicating with ICT	use appropriate ICT tools safely to share and exchange information with appropriate known audiences	understand that computer mediated communications are directed to an audience for a purpose		
Managing and operating ICT	identify and independently operate a range of devices, software, functions and commands, taking into consideration ergonomics when operating appropriate ICT systems, and seek solutions when encountering a problem	identify and compare the use of the main components of different ICT systems		manage and maintain digital data using common methods

Critical and creative thinking

Interrelated elements	Typically, by the end of Year 4, students:		
Inquiring – identifying, exploring and organising information and ideas	pose questions to expand their knowledge about the world	identify main ideas and select and clarify information from a range of sources	collect, compare and categorise facts and opinions found in a widening range of sources
Generating ideas, possibilities and actions	expand on known ideas to create new and imaginative combinations	explore situations using creative thinking strategies to propose a range of alternatives	experiment with a range of options when seeking solutions and putting ideas into action
Reflecting on thinking and processes	reflect on, explain and check the processes used to come to conclusions	identify pertinent information in an investigation and separate into smaller parts or ideas	transfer and apply information in one setting to enrich another
Analysing, synthesising and evaluating reason and procedures	identify and apply appropriate reasoning and thinking strategies for particular outcomes	draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion	explain and justify ideas and outcomes

Personal and social capability

Interrelated elements	Typically, by the end of Year 4, students:			
Self-awareness	describe the influence that people, situations and events have on their emotions	describe personal strengths and challenges and identify skills they wish to develop	identify and describe factors and strategies that assist their learning	reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback
Self-management	identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations	explain the value of self-discipline and goal-setting in helping them to learn	consider, select and adopt a range of strategies for working independently and taking initiative	persist with tasks when faced with challenges and adapt their approach where first attempts are not successful
Social awareness	discuss the value of diverse perspectives and describe a point of view that is different from their own	identify the various communities to which they belong and what they can do to make a difference	describe factors that contribute to positive relationships, including with people at school and in their community	
Social management	identify communication skills that enhance relationships for particular groups and purposes	describe characteristics of cooperative behaviour and identify evidence of these in group activities	contribute to and predict the consequences of group decisions in a range of situations	identify a range of conflict resolution strategies to negotiate positive outcomes to problems · discuss the concept of leadership and identify situations where it is appropriate to adopt this role

Ethical understanding

Interrelated elements	Typically, by the end of Year 4, students:		
Understanding ethical concepts and issues	identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes	discuss actions taken in a range of contexts that include an ethical dimension	
Reasoning in decision making and actions	explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions	examine the links between emotions, dispositions and intended and unintended consequences of their actions on others	consider whether having a conscience leads to ways of acting ethically in different scenarios
Exploring values, rights and responsibilities	identify and describe shared values in familiar and unfamiliar contexts	investigate children's rights and responsibilities at school and in the local community	describe different points of view associated with an ethical dilemma and give possible reasons for these differences

Intercultural understanding

Interrelated elements	Typically, by the end of Year 4, students:		
Recognising culture and developing respect	identify and describe variability within and across cultural groups	describe and compare a range of cultural stories, events and artefacts	identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation
Interacting and empathising with others	recognise there are similarities and differences in the ways people communicate, both within and across cultural groups	identify and describe shared perspectives within and across various cultural groups	imagine and describe the feelings of others in a range of contexts
Reflecting on intercultural experiences and taking responsibility	identify and describe what they have learnt about themselves and others from real, virtual and vicarious intercultural experiences	explain the dangers of making generalisations about individuals and groups	identify ways of reaching understanding between culturally diverse groups