

General capabilities: Level 4 overview

Prep – Year 10 Australian Curriculum

This resource provides an overview of the Australian Curriculum General Capabilities: Level 4. It can be used to support the planning of teaching, learning and assessment for students in Years 5 and 6.

Literacy

Interrelated elements		Typically, by the end of Year 6, students:		
Overarching processes	Comprehending texts through listening, reading and viewing	navigate, read and view subject-specific texts with some challenging features and a range of graphic representations	listen to detailed spoken instructions for undertaking learning tasks, listen to spoken and audio texts and respond to and interpret information and opinions presented	interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies
	Composing texts through speaking, writing and creating	compose and edit learning area texts	use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts	plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences
Areas of knowledge	Text knowledge	use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for identified purposes	use knowledge of how cohesive links can be made in texts through omitting and replacing words	
	Grammar knowledge	use simple, compound and complex sentence structures to record, explain, question, describe and elaborate ideas and events	expand and sharpen ideas through careful choice of verbs and phrases and elaborated tenses	use subjective, objective and evaluative language, and identify bias
	Word knowledge	use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning	spell topic words and use word origins, base words, prefixes and suffixes when spelling new words	
	Visual knowledge	explain how analytical images such as figures, diagrams, tables, maps and graphs contribute to understanding of factual information in texts		

Numeracy

Interrelated elements		Typically, by the end of Year 6, students:		
Estimating and calculating with whole numbers	identify, describe and use numbers larger than one million	solve problems and check calculations using efficient mental and written strategies	create simple financial plans, budgets and cost predictions	
Recognising and using patterns and relationships	identify and describe pattern rules and relationships that help to identify trends			
Using fractions, decimals, percentages, ratios and rates	visualise, describe and order equivalent fractions, decimals and simple percentages	solve problems using equivalent fractions, decimals and simple percentages		
Using spatial reasoning	visualise, sort, describe and compare the features of objects such as prisms and pyramids in the environment	identify and describe routes and locations, using grid reference systems and directional language such as north or north east		
Interpreting statistical information	collect, compare, describe and interpret data as 2-way tables, double column graphs and sector graphs, including from digital media	describe chance events and compare observed outcomes with predictions using numerical representations such as a 75% chance of rain or 50/50 chance of snow		
Using measurement	choose and use appropriate metric units for length, area, volume, capacity and mass to solve everyday problems	convert between 12- and 24-hour systems to solve time problems, interpret and use timetables from print and digital sources		

Information and communication technology (ICT) capability

Interrelated elements	Typically, by the end of Year 6, students:			
Applying social and ethical protocols and practices	identify the legal obligations regarding the ownership and use of digital products and apply some referencing conventions	independently apply strategies for determining and protecting the security of digital information and assess the risks associated with online environments	identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts	explain the main uses of ICT at school, home and in the local community, and recognise its potential positive and negative impacts on their lives
Investigating with ICT	use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating, further information	locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways		assess the suitability of data or information using a range of appropriate given criteria
Creating with ICT	use ICT effectively to record ideas, represent thinking and plan solutions	independently or collaboratively create and modify digital solutions, creative outputs or data representation/transformation for particular audiences and purposes		
Communicating with ICT	select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others	understand that particular forms of computer mediated communications and tools are suited to synchronous or asynchronous and one-to-one or group communications		
Managing and operating ICT	select from, and safely operate, a range of devices to undertake specific tasks and use basic troubleshooting procedures to solve routine malfunctions	identify, compare and classify basic ICT system components		manage and maintain data on different storage mediums – locally and on networks

Critical and creative thinking

Interrelated elements	Typically, by the end of Year 6, students:		
Inquiring – identifying, exploring and organising information and ideas	pose questions to clarify and interpret information and probe for causes and consequences	identify and clarify relevant information and prioritise ideas	analyse, condense and combine relevant information from multiple sources
Generating ideas, possibilities and actions	combine ideas in a variety of ways and from a range of sources to create new possibilities	identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions	assess and test options to identify the most effective solution and to put ideas into action
Reflecting on thinking and processes	reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary	identify and justify the thinking behind choices they have made	apply knowledge gained from one context to another unrelated context and identify new meaning
Analysing, synthesising and evaluating reason and procedures	assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome	scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action	evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria

Personal and social capability

Interrelated elements	Typically, by the end of Year 6, students:				
Self-awareness	explain how the appropriateness of emotional responses influences behaviour	describe the influence that personal qualities and strengths have on their learning outcomes	identify preferred learning styles and work habits	monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential	
Self-management	explain the influence of emotions on behaviour, learning and relationships	analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals	assess the value of working independently, and taking initiative to do so where appropriate	devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety	
Social awareness	explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others	identify a community need or problem and consider ways to take action to address it	identify the differences between positive and negative relationships and ways of managing these		
Social management	identify and explain factors that influence effective communication in a variety of situations	contribute to groups and teams, suggesting improvements in methods used for group investigations and projects	identify factors that influence decision making and consider the usefulness of these in making their own decisions	identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations	initiate or help to organise group activities that address a common need

Ethical understanding

Interrelated elements	Typically, by the end of Year 6, students:		
Understanding ethical concepts and issues	examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome	explain what constitutes an ethically better or worse outcome and how it might be accomplished	
Reasoning in decision making and actions	explore the reasons behind there being a variety of ethical positions on a social issue	evaluate the consequences of actions in familiar and hypothetical scenarios	articulate a range of ethical responses to situations in various social contexts
Exploring values, rights and responsibilities	examine values accepted and enacted within various communities	monitor consistency between rights and responsibilities when interacting face-to-face or through social media	explain a range of possible interpretations and points of view when thinking about ethical dilemmas

Intercultural understanding

Interrelated elements	Typically, by the end of Year 6, students:		
Recognising culture and developing respect	identify and describe the roles that culture and language play in shaping group and national identities	describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom	discuss opportunities that cultural diversity offers within Australia and the Asia-Pacific region
Interacting and empathising with others	identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding	explain perspectives that differ to expand their understanding of an issue	imagine and describe the situations of others in local, national and global contexts
Reflecting on intercultural experiences and taking responsibility	explain what and how they have learnt from a wide range of intercultural interactions and experiences	explain the impact of stereotypes and prejudices on individuals and groups within Australia	discuss ways of reconciling differing cultural values and perspectives in addressing common concerns

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