

# General capabilities: Level 5 overview

Prep – Year 10 Australian Curriculum

This resource provides an overview of the Australian Curriculum General Capabilities: Level 5. It can be used to support the planning of teaching, learning and assessment for students in Years 7 and 8.

## Literacy

Interrelated elements		Typically, by the end of Year 8, students:		
Overarching processes	Comprehending texts through listening, reading and viewing	navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations	listen to extended spoken and audio texts, respond to and interpret stated and implied meanings, and evaluate information and ideas	interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies
	Composing texts through speaking, writing and creating	compose and edit longer sustained learning area texts	use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts	plan, research, rehearse and deliver presentations on learning area topics, sequencing content and multimodal elements for accuracy and their impact on the audience
Areas of knowledge	Text knowledge	use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others	use knowledge of word functions to make connections in texts	
	Grammar knowledge	control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link ideas, evidence and conclusions	recognise and use aspects of language to suggest possibility, probability, obligation and conditionality	use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer
	Word knowledge	use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts	spell specialist topic words and use knowledge of word origins, base words, prefixes and suffixes and unusual letter combinations to spell correctly	
	Visual knowledge	analyse the effects of different visual elements upon the reader/viewer, and how visual texts such as advertisements and informative texts draw on and allude to other texts to enhance meaning		

## Numeracy

Interrelated elements		Typically, by the end of Year 8, students:		
Estimating and calculating with whole numbers	compare, order and use positive and negative numbers to solve everyday problems	solve complex problems by estimating and calculating using efficient mental, written and digital strategies	identify and justify 'best value for money' decisions	
Recognising and using patterns and relationships	identify trends using number rules and relationships			
Using fractions, decimals, percentages, ratios and rates	visualise and describe the proportions of percentages, ratios and rates	solve problems using simple percentages, ratios and rates		
Using spatial reasoning	visualise, describe and apply their understanding of the features and properties of 2D shapes and 3D objects	create and interpret 2D and 3D maps, models and diagrams		
Interpreting statistical information	compare, interpret and assess the effectiveness of different data displays of the same information	describe and explain why the actual results of chance events are not always the same as expected results		
Using measurement	convert between common metric units for volume and capacity and use perimeter, area and volume formulas to solve authentic problems	use 12- and 24-hour systems within a single time zone to solve time problems, and place personal and family events on an extended time scale		

## Information and communication technology (ICT) capability

Interrelated elements	Typically, by the end of Year 8, students:			
<b>Applying social and ethical protocols and practices</b>	apply practices that comply with legal obligations regarding the ownership and use of digital products resources	independently apply strategies for determining the appropriate type of digital information suited to the location of storage and adequate security for online environments	identify and value the rights to identity, privacy and emotional safety for themselves and others when using ICT and apply generally accepted social protocols when using ICT to collaborate with local and global communities	explain the benefits and risks of the use of ICT for particular people in work and home environments
<b>Investigating with ICT</b>	use a range of ICT to analyse information in terms of implicit patterns and structures as a basis to plan an information search or generation	locate, retrieve or generate information using search facilities and organise information in meaningful ways		assess the suitability of data or information using appropriate own criteria
<b>Creating with ICT</b>	use appropriate ICT to collaboratively generate ideas and develop plans	design and modify simple digital solutions, or multimodal creative outputs or data transformations for particular audiences and purposes following recognised conventions		
<b>Communicating with ICT</b>	select and use appropriate ICT tools safely to lead groups in sharing and exchanging information, and taking part in online projects or active collaborations with appropriate global audiences	understand that there are various methods of collaboration through computer mediated communications that vary in form and control		
<b>Managing and operating ICT</b>	independently select and operate a range of devices by adjusting relevant software functions to suit specific tasks, and independently use common troubleshooting procedures to solve routine malfunctions	identify and compare networked ICT system components including between hardware, software and data		manage and maintain data for groups of users using a variety of methods and systems

## Critical and creative thinking

Interrelated elements	Typically, by the end of Year 8, students:		
<b>Inquiring – identifying, exploring and organising information and ideas</b>	pose questions to probe assumptions and investigate complex issues	clarify information and ideas from texts or images when exploring challenging issues	critically analyse information and evidence according to criteria such as validity and relevance
<b>Generating ideas, possibilities and actions</b>	draw parallels between known and new ideas to create new ways of achieving goals	generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting	predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action
<b>Reflecting on thinking and processes</b>	assess assumptions in their thinking and invite alternative opinions	evaluate and justify the reasons behind choosing a particular problem-solving strategy	justify reasons for decisions when transferring information to similar and different contexts
<b>Analysing, synthesising and evaluating reason and procedures</b>	identify gaps in reasoning and missing elements in information	differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions	explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified

## Personal and social capability

Interrelated elements	Typically, by the end of Year 8, students:				
<b>Self-awareness</b>	examine influences on and consequences of their emotional responses in a learning, social and work-related contexts	make a realistic assessment of their abilities and achievements, and prioritise areas for improvement	identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning	predict the outcomes of personal and academic challenges by drawing on previous problem solving and decision making strategies and feedback from peers and teachers	
<b>Self-management</b>	forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour	select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals	critique their effectiveness in working independently by identifying enablers and barriers to achieving goals	assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence	
<b>Social awareness</b>	acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view	analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities	identify indicators of possible problems in relationships in a range of social and work related situations		
<b>Social management</b>	analyse enablers of and barriers to effective verbal, nonverbal and digital communication	assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	assess individual and group decision-making processes in challenging situations	assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations	plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals

## Ethical understanding

Interrelated elements	Typically, by the end of Year 8, students:		
<b>Understanding ethical concepts and issues</b>	analyse behaviours that exemplify the dimensions and challenges of ethical concepts	analyse the ethical dimensions of beliefs and the need for action in a range of settings	
<b>Reasoning in decision making and actions</b>	analyse inconsistencies in personal reasoning and societal ethical decision making	investigate scenarios that highlight ways that personal dispositions and actions can affect consequences	analyse perceptions of occurrences and possible ethical response in challenging scenarios
<b>Exploring values, rights and responsibilities</b>	assess the relevance of beliefs and the role and application of values in social practices	analyse rights and responsibilities in relation to the duties of a responsible citizen	draw conclusions from a range of points of view associated with challenging ethical dilemmas

## Intercultural understanding

Interrelated elements	Typically, by the end of Year 8, students:		
<b>Recognising culture and developing respect</b>	explain ways that cultural groups and identities change over time and in different contexts	analyse the dynamic nature of cultural knowledge, beliefs and practices in a range of personal, social and historical contexts	understand the importance of maintaining and celebrating cultural traditions for the development of personal, group and national identities
<b>Interacting and empathising with others</b>	explore ways that culture shapes the use of language in a wide range of contexts	assess diverse perspectives and the assumptions on which they are based	imagine and describe the feelings and motivations of people in challenging situations
<b>Reflecting on intercultural experiences and taking responsibility</b>	reflect critically on the representation of various cultural groups in texts and the media and how they respond	identify and challenge stereotypes and prejudices in the representation of group, national and regional identities	identify and address challenging issues in ways that respect cultural diversity and the right of all to be heard

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