

# General capabilities: Level 6 overview

Prep – Year 10 Australian Curriculum

This resource provides an overview of the Australian Curriculum General Capabilities: Level 6. It can be used to support the planning of teaching, learning and assessment for students in Years 9 and 10.

## Literacy

Interrelated elements		Typically, by the end of Year 10, students:		
Overarching processes	<b>Comprehending texts through listening, reading and viewing</b>	navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations	listen to a range of extended spoken and audio texts and respond to, interpret and evaluate ideas, information and opinions	interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies
	<b>Composing texts through speaking, writing and creating</b>	compose and edit longer and more complex learning area texts	use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts	plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience
Areas of knowledge	<b>Text knowledge</b>	use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others	use knowledge of how the cohesion in texts is improved by strengthening the internal structure	
	<b>Grammar knowledge</b>	control a range of simple, compound and complex sentence structures to convey complex ideas, build and support arguments, and change emphasis	develop higher order concepts in academic texts through language features that compact and generalise ideas	use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments
	<b>Word knowledge</b>	use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning	use knowledge of a wide range of English spelling conventions to spell unusual and technical words correctly and to deduce the meanings of unfamiliar words and spell unknown words	
	<b>Visual knowledge</b>	evaluate the impact of different visual choices in the composition of images, including symbolic images and movement of camera or light, to achieve different nuances		

## Numeracy

Interrelated elements		Typically, by the end of Year 10, students:		
<b>Estimating and calculating with whole numbers</b>	use different ways to represent very large and very small numbers including scientific notation	solve and model problems involving complex data by estimating and calculating using a variety of efficient mental, written and digital strategies	evaluate financial plans to support specific financial goals	
<b>Recognising and using patterns and relationships</b>	explain how the practical application of patterns can be used to identify trends			
<b>Using fractions, decimals, percentages, ratios and rates</b>	illustrate and order relationships for fractions, decimals, percentages, ratios and rates	solve problems involving fractions, decimals, percentages, ratios and rates		
<b>Using spatial reasoning</b>	visualise, describe and analyse the way shapes and objects are combined and positioned in the environment for different purposes	create and interpret maps, models and diagrams using a range of mapping tools		
<b>Interpreting statistical information</b>	evaluate media statistics and trends by linking claims to data displays, statistics and representative data	explain the likelihood of multiple events occurring together by giving examples of situations when the might happen		
<b>Using measurement</b>	solve complex problems involving surface area and volume of prisms and cylinders and composite solids	Use 12- and 24-hour systems within a multiple time zone to solve time problems, use large and small timescales in complex contexts and place historical and scientific events on an extended time scale		

## Information and communication technology (ICT) capability

Interrelated elements	Typically, by the end of Year 10, students:			
<b>Applying social and ethical protocols and practices</b>	identify and describe ethical dilemmas and consciously apply practices that protect intellectual property	use a range of strategies for securing and protecting information, assess the risks associated with online environments and establish appropriate security strategies and codes of conduct	independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT, and discriminate between protocols suitable for different communication tools when collaborating with local and global communities	assess the impact of ICT in the workplace and in society, and speculate on its role in the future and how they can influence its use
<b>Investigating with ICT</b>	select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation	use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new understandings		develop and use criteria systematically to evaluate the quality, suitability and credibility of located data or information and sources
<b>Creating with ICT</b>	select and use ICT to articulate ideas and concepts, and plan the development of complex solutions	design, modify and manage complex digital solutions, or multimodal creative outputs or data transformations for a range of audiences and purposes		
<b>Communicating with ICT</b>	select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge	understand that computer mediated communications have advantages and disadvantages in supporting active participation in a community of practice and the management of collaboration on digital materials		
<b>Managing and operating ICT</b>	justify the selection of, and optimise the operation of, a selected range of devices and software functions to complete specific tasks, for different purposes and in different social contexts	apply an understanding of networked ICT system components to make changes to functions, processes, procedures and devices to fit the purpose of the solutions		manage and maintain data securely in a variety of storage mediums and formats

## Critical and creative thinking

Interrelated elements	Typically, by the end of Year 10, students:			
<b>Inquiring – identifying, exploring and organising information and ideas</b>	pose questions to critically analyse complex issues and abstract ideas	clarify complex information and ideas drawn from a range of sources		critically analyse independently sourced information to determine bias and reliability
<b>Generating ideas, possibilities and actions</b>	create and connect complex ideas using imagery, analogies and symbolism	speculate on creative options to modify ideas when circumstances change		assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action
<b>Reflecting on thinking and processes</b>	give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions	balance rational and irrational components of a complex or ambiguous problem to evaluate evidence		identify, plan and justify transference of knowledge to new contexts
<b>Analysing, synthesising and evaluating reason and procedures</b>	analyse reasoning used in finding and applying solutions, and in choice of resources	use logical and abstract thinking to analyse and synthesise complex information to inform a course of action		evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified

## Personal and social capability

Interrelated elements	Typically, by the end of Year 10, students:				
<b>Self-awareness</b>	reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts	assess their strengths and challenges and devise personally appropriate strategies to achieve future success	evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required	reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill set that contribute to or limit their personal and social capability	
<b>Self-management</b>	consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices	critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts	establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes	evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations	
<b>Social awareness</b>	articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views	plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels	explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships		
<b>Social management</b>	formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks	critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks	develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making	generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts	propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely

## Ethical understanding

Interrelated elements	Typically, by the end of Year 10, students:		
<b>Understanding ethical concepts and issues</b>	critique generalised statements about ethical concepts	distinguish between the ethical and non-ethical dimensions of complex issues	
<b>Reasoning in decision making and actions</b>	investigate reasons for clashes of beliefs in issues of personal, social and global importance	analyse the objectivity or subjectivity behind decision making where there are many possible consequences	evaluate diverse perceptions and ethical bases of action in complex contexts
<b>Exploring values, rights and responsibilities</b>	analyse and explain the interplay of values in national and international forums and policy making	evaluate the merits of conflicting rights and responsibilities in global contexts	use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas

## Intercultural understanding

Interrelated elements	Typically, by the end of Year 10, students:		
<b>Recognising culture and developing respect</b>	analyse how membership of local, regional, national and international groups shapes identities including their own	critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time	understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world
<b>Interacting and empathising with others</b>	analyse the complex relationship between language, thought and context to understand and enhance communication	present a balanced view on issues where conflicting views cannot easily be resolved	recognise the effect that empathising with others has on their own feelings, motivations and actions
<b>Reflecting on intercultural experiences and taking responsibility</b>	reflect critically on the effect of intercultural experiences on their own attitudes and beliefs and those of others	critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels	recognise the challenges and benefits of living and working in a culturally diverse society and the role that cultural mediation plays in learning to live together

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