











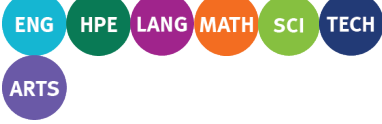





































Critical and creative thinking learning continuum

Prep–Year 10 Australian Curriculum general capabilities

This resource provides a sequence of learning for Critical and creative thinking from the Australian Curriculum general capabilities. It can be used to support planning for students in Prep–Year 10.

Learning area icons indicate where Critical and creative thinking can be developed or applied in the content descriptions. However, Critical and creative thinking can support and deepen student learning in all eight learning areas and teachers are able to develop students' use of the capability in learning areas where an icon is not provided.

Sub-element	Level 1 (Prep)	Level 2 (Years 1–2)	Level 3 (Years 3–4)	Level 4 (Years 5–6)	Level 5 (Years 7–8)	Level 6 (Years 9–10)
Inquiring						
Develop questions	<ul style="list-style-type: none"> develop questions to explore a familiar idea or topic questions developed reflect their curiosity about the world 	<ul style="list-style-type: none"> develop questions to explore a familiar idea or topic questions developed are fit for the purpose of the investigation 	<ul style="list-style-type: none"> develop questions to examine unfamiliar ideas and topics questions developed support the process of improving knowledge and understanding about a topic or investigation 	<ul style="list-style-type: none"> develop questions to examine unfamiliar ideas and topics questions developed focus on improving understanding about a topic and clarifying information about processes or procedures 	<ul style="list-style-type: none"> develop questions to investigate complex issues and topics questions developed assist in forming an understanding of why phenomena or issues arise 	<ul style="list-style-type: none"> develop questions to investigate complex issues and topics questions developed facilitate increasing understanding of abstract ideas and concepts 
Identify, process and evaluate information	<ul style="list-style-type: none"> identify and explore relevant points in information provided on a topic prioritise the information that is most relevant to the topic of study 	<ul style="list-style-type: none"> identify and explore relevant information from a range of sources, including visual information and digital sources identify and explain similarities and differences in selected information 	<ul style="list-style-type: none"> identify and examine relevant information and opinion from a range of sources, including visual information and digital sources condense and combine selected information related to the topic of study 	<ul style="list-style-type: none"> identify and examine relevant information and opinion from a range of sources, including visual information and digital sources compare information and opinion that can be verified against claims based on personal preference 	<ul style="list-style-type: none"> identify and clarify significant information and opinion from a range of sources, including visual information and digital sources evaluate the accuracy, validity and relevance of the information and opinion to the topic of study 	<ul style="list-style-type: none"> identify and clarify significant information and opinion from a range of sources, including visual information and digital sources evaluate the information selected to determine bias and reliability 
Generating						
Create possibilities	<ul style="list-style-type: none"> use imagination to create possibilities by exploring and connecting ideas in ways that are new to them 	<ul style="list-style-type: none"> create possibilities by connecting or creatively expanding on ideas in ways that are new to them 	<ul style="list-style-type: none"> create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways 	<ul style="list-style-type: none"> create possibilities by changing, combining or elaborating on new and known ideas in a variety of creative ways 	<ul style="list-style-type: none"> create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations 	<ul style="list-style-type: none"> create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations 

<p>Consider alternatives</p>	<ul style="list-style-type: none"> consider alternatives by suggesting a different way to approach a given task or problem 	<ul style="list-style-type: none"> consider alternatives and explore different or creative ways to approach a task or problem 	<ul style="list-style-type: none"> consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option 	<ul style="list-style-type: none"> consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option 	<ul style="list-style-type: none"> consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option 	<ul style="list-style-type: none"> consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change 
<p>Put ideas into action</p>	<ul style="list-style-type: none"> put ideas into action through trial-and-error experiences 	<ul style="list-style-type: none"> put ideas into action by experimenting with options and predicting possible results 	<ul style="list-style-type: none"> put ideas into action by predicting an outcome, trialling options and assessing their effectiveness 	<ul style="list-style-type: none"> put ideas into action by predicting potential or future outcomes and systematically testing a range of options 	<ul style="list-style-type: none"> put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations 	<ul style="list-style-type: none"> put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations 
<p>Analysing</p>						
<p>Interpret concepts and problems</p>	<ul style="list-style-type: none"> identify the main parts of a concept or problem 	<ul style="list-style-type: none"> identify the main parts of a concept or problem and describe how these relate to each other 	<ul style="list-style-type: none"> identify and prioritise significant elements and relationships within a concept or problem 	<ul style="list-style-type: none"> identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area 	<ul style="list-style-type: none"> identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context 	<ul style="list-style-type: none"> identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context 
<p>Draw conclusions and provide reasons</p>	<ul style="list-style-type: none"> draw conclusions and make choices when completing tasks and identify the reasons for choices made 	<ul style="list-style-type: none"> draw conclusions and make choices when completing tasks and explain the reasons for choices made 	<ul style="list-style-type: none"> draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made 	<ul style="list-style-type: none"> draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made 	<ul style="list-style-type: none"> draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made 	<ul style="list-style-type: none"> draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations 
<p>Evaluate actions and outcomes</p>	<ul style="list-style-type: none"> evaluate whether they are satisfied with the outcome of tasks or actions 	<ul style="list-style-type: none"> evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions 	<ul style="list-style-type: none"> evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions 	<ul style="list-style-type: none"> evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions 	<ul style="list-style-type: none"> evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions 	<ul style="list-style-type: none"> evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgments and decisions 

Reflecting						
<p>Think about thinking (metacognition)</p> <ul style="list-style-type: none"> identify thinking and learning strategies used when completing activities and drawing conclusions <p>ARTS</p>	<ul style="list-style-type: none"> identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions <p>HPE SCI ARTS</p>	<ul style="list-style-type: none"> select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions <p>LANG TECH ARTS</p>	<ul style="list-style-type: none"> identify and reflect on thinking and assumptions when completing activities or drawing conclusions invite alternative perspectives or feedback in order to improve future outcomes <p>ENG</p>	<ul style="list-style-type: none"> reflect on the thinking and processes used when completing activities or drawing conclusions invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches <p>ENG ARTS</p>	<ul style="list-style-type: none"> reflect on the thinking and processes used when completing activities and drawing conclusions identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback <p>ENG TECH ARTS</p>	
<p>Transfer knowledge</p> <ul style="list-style-type: none"> connect ideas and information between familiar learning experiences <p>LANG SCI ARTS</p>	<ul style="list-style-type: none"> use ideas and information from a previous experience to inform similar learning experiences <p>ENG HPE LANG SCI TECH ARTS</p>	<ul style="list-style-type: none"> use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context <p>ENG HPE LANG SCI ARTS</p>	<ul style="list-style-type: none"> apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose <p>ENG HPE MATH SCI TECH ARTS</p>	<ul style="list-style-type: none"> transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made <p>HASS HPE MATH SCI TECH ARTS</p>	<ul style="list-style-type: none"> identify, plan and justify opportunities to transfer knowledge into new contexts <p>HASS HPE MATH SCI TECH ARTS</p>	

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