# 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 and learning for students in Years 5 and 6. Learning area icons indicate where general capability sub-elements can be developed or applied in the content descriptions.

## Critical and creative thinking

| Elements | Sub-elements | | |
|---|---|---|---|
| **Inquiring** | **Develop questions** | **Identify, process and evaluate information** | |
| | • develop questions to examine unfamiliar ideas and topics<br>• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures<br><br>ENG HASS HPE MATH SCI TECH ARTS | • identify and examine relevant information and opinion from a range of sources, including visual information and digital sources<br>• compare information and opinion that can be verified against claims based on personal preference<br><br>ENG HASS HPE LANG MATH SCI TECH ARTS | |
| **Generating** | **Create possibilities** | **Consider alternatives** | **Put ideas into action** |
| | • create possibilities by changing, combining or elaborating on new and known ideas in a variety of creative ways<br><br>ENG HPE LANG MATH SCI TECH ARTS | • consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option<br><br>HASS HPE MATH SCI TECH ARTS | • put ideas into action by predicting potential or future outcomes and systematically testing a range of options<br><br>ENG HPE MATH SCI TECH ARTS |
| **Analysing** | **Interpret concepts and problems** | **Draw conclusions and provide reasons** | **Evaluate actions and outcomes** |
| | • identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area<br><br>ENG HASS HPE LANG MATH SCI TECH ARTS | • draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made<br><br>ENG HASS HPE LANG MATH SCI TECH ARTS | • 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<br><br>HASS HPE LANG MATH SCI TECH ARTS |
| **Reflecting** | **Think about thinking (metacognition)** | **Transfer knowledge** | |
| | • identify and reflect on thinking and assumptions when completing activities or drawing conclusions<br>• invite alternative perspectives or feedback in order to improve future outcomes<br><br>ENG | • apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose<br><br>ENG HPE MATH SCI TECH ARTS | |

# Digital literacy

| Elements | Sub-elements | | |
|---|---|---|---|
| **Practising digital safety and wellbeing** | **Manage online safety** | **Manage digital privacy and identity** | **Manage digital wellbeing** |
| | • report negative or harmful online behaviour to trusted adults, know how to report it in online tools<br>• recognise when to step away from negative online social interactions<br><br>HPE TECH | • recognise the permanence of their digital footprint and digital identity, and the associated risks, including to their reputation<br>• give and seek consent before sharing online in trusted groups<br><br>TECH ARTS | • follow an agreed code of conduct for the healthy and productive use of digital tools, considering the impact of tool use on wellbeing<br><br>HPE ARTS |
| **Investigating** | **Locate information** | **Acquire and collate data** | **Interpret data** |
| | • locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources<br><br>ENG HASS LANG TECH | • collect and access data, using a range of digital tools and methods in response to a defined question or problem<br><br>HASS LANG MATH SCI | • analyse and visualise data using a range of digital tools to identify patterns and make predictions<br><br>HASS MATH TECH |
| **Creating and exchanging** | **Plan** | **Create, communicate and collaborate** | **Respect intellectual property** |
| | • select and use digital tools to develop and follow a plan to complete individual tasks and group projects<br><br>ENG SCI TECH ARTS | • select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups<br><br>ENG HASS LANG MATH SCI TECH ARTS | • respect intellectual property by identifying the legal obligations regarding the ownership and appropriate use of products, exploring copyright protocols and applying some referencing conventions<br><br>TECH ARTS |
| **Managing and operating** | **Manage content** | **Protect content** | **Select and operate tools** |
| | • store content using appropriate names and folders for ease of retrieval<br><br>TECH | • protect content when sharing with peers and trusted adults by setting appropriate access controls<br><br>TECH | • select and use the core features of digital tools to efficiently complete tasks<br>• troubleshoot basic problems and identify repetitive tasks to automate<br><br>HASS LANG MATH SCI TECH ARTS |

# Ethical understanding

| Elements | Sub-elements | | |
|---|---|---|---|
| **Understanding ethical concepts and perspectives** | **Explore ethical concepts** | **Examine values, rights and responsibilities and ethical norms** | **Recognise influences of ethical behaviour and perspectives** |
| | • identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context<br><br>ENG HASS HPE MATH SCI TECH ARTS | • describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues<br><br>HASS HPE ARTS | • explain how habits and behaviour shape character and examine how they inform ethical perspectives<br><br>HASS HPE ARTS |
| **Responding to ethical issues** | **Explore ethical perspectives and frameworks** | **Explore ethical issues** | **Making and reflecting on ethical decisions** |
| | • describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making<br><br>HASS | • describe how ethical perspectives or approaches to ethical issues may vary in different situations<br><br>HASS HPE MATH SCI TECH ARTS | • consider alternative ethical responses to an issue when making and reflecting on ethical decisions<br><br>HASS HPE MATH TECH ARTS |

# Intercultural understanding

| Elements | Sub-elements | | |
|---|---|---|---|
| **Reflecting on culture and cultural diversity** | **Reflect on the relationship between cultures and identities** | **Examine cultural perspectives and world views** | **Explore the influence of cultures on interactions** |
| | • examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging<br><br>ENG HASS HPE LANG ARTS | • examine the factors that influence cultural perspectives presented within intercultural contexts<br><br>ENG HASS HPE LANG ARTS | • examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building<br><br>ENG HASS HPE SCI ARTS |
| **Engaging with cultural and linguistic diversity** | **Communicate responsively** | **Develop multiple perspectives** | **Develop empathy** |
| | • select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding<br><br>ENG LANG ARTS | • examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics<br><br>ENG HASS LANG SCI ARTS | • examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions<br><br>HASS HPE LANG ARTS |
| **Navigating intercultural contexts** | **Consider responses to intercultural contexts** | **Respond to biases, stereotypes, prejudices and discrimination** | **Adapt in intercultural exchanges** |
| | • explain how intercultural experiences affect what they learn about relationship-building and interactions<br><br>HPE LANG ARTS | • examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect<br><br>HASS HPE LANG ARTS | • modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity<br><br>ENG HASS HPE LANG ARTS |

# Personal and social capability

| Elements | Sub-elements | | | | |
|---|---|---|---|---|---|
| **Self-awareness** | **Personal awareness**<br><br>• analyse the influence that choices have on developing personal qualities and identify areas for growth<br><br>HPE | | **Emotional awareness**<br><br>• analyse the influence of different factors and situations on their emotional responses<br><br>HPE | | **Reflective practice**<br><br>• analyse personal abilities and achievements by seeking feedback<br><br>HPE ARTS |
| **Self-management** | **Goal setting**<br><br>• select and use strategies to monitor own learning and refine goals to plan for further improvement<br><br>ENG HPE ARTS | | **Emotional regulation**<br><br>• manage personal factors influencing emotions in a range of contexts including learning<br><br>HPE | | **Perseverance and adaptability**<br><br>• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks<br><br>HPE LANG ARTS |
| **Social awareness** | **Empathy**<br><br>• explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness<br><br>HASS HPE ARTS | | **Relational awareness**<br><br>• identify and describe a variety of relationships, and the roles and responsibilities of people within them<br><br>HPE ARTS | | **Community awareness**<br><br>• explain the way their actions and the actions of others influence communities<br><br>HASS HPE SCI ARTS |
| **Social management** | **Communication**<br><br>• apply skills to address factors that influence verbal and non-verbal communication<br><br>ENG HASS HPE LANG SCI TECH ARTS | **Collaboration**<br><br>• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs<br><br>HASS HPE LANG SCI TECH ARTS | **Leadership**<br><br>• select and use different leadership approaches when acting as a sole leader or leading with others<br><br>HASS HPE | **Decision-making**<br><br>• explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions<br><br>HASS HPE SCI | **Conflict resolution**<br><br>• practise different strategies to prevent, defuse or resolve conflict, assessing the causes and effects of conflict<br><br>HPE ARTS |