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 and learning for students in Years 7 and 8. 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 investigate complex issues and topics • questions developed assist in forming an understanding of why phenomena or issues arise HASS HPE MATH SCI TECH ARTS	• 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 ENG HASS HPE LANG MATH SCI TECH ARTS	
Generating	**Create possibilities**	**Consider alternatives**	**Put ideas into action**
	• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations ENG HPE LANG MATH SCI TECH ARTS	• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option HASS HPE MATH TECH ARTS	• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations HPE MATH SCI TECH ARTS
Analysing	**Interpret concepts and problems**	**Draw conclusions and provide reasons**	**Evaluate actions and outcomes**
	• 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 ENG HASS HPE LANG MATH SCI TECH ARTS	• 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 ENG HASS HPE LANG MATH SCI TECH ARTS	• 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 HASS HPE MATH SCI TECH ARTS
Reflecting	**Think about thinking (metacognition)**	**Transfer knowledge**	
	• reflect on the thinking and processes used when completing activities or drawing conclusions • invite alternative perspectives, feedback and consider reasonable criticism to adjust thinking and approaches ENG ARTS	• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made HASS HPE MATH SCI TECH ARTS	

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For all Queensland schools

Digital literacy

Elements	Sub-elements		
Practising digital safety and wellbeing	**Manage online safety** • identify online abuse and bullying and report them to trusted adults, appropriate authorities and in online tools • stop engaging in negative online social interactions HPE TECH	**Manage digital privacy and identity** • recognise that their digital footprint is valuable, used by online tools for targeting, and that data shared online is no longer under their control • consider who they trust with their data and review privacy policies before giving consent, and seek consent before sharing online TECH	**Manage digital wellbeing** • develop routines to support their balanced and constructive use of digital tools • identify indicators of unhealthy usage HPE
Investigating	**Locate information** • locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria HASS LANG TECH	**Acquire and collate data** • collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance HASS MATH SCI TECH	**Interpret data** • analyse and visualise data by selecting and using a range of digital tools to infer relationships and make predictions HASS MATH SCI TECH
Creating and exchanging	**Plan** • use simple planning tools to develop and follow a plan to complete individual and collaborative projects ENG HASS HPE TECH ARTS	**Create, communicate and collaborate** • select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups ENG HASS LANG MATH SCI TECH ARTS	**Respect intellectual property** • respect intellectual property by applying practices that comply with ethical and legal obligations, referencing conventions and copyright protocols HASS SCI TECH ARTS
Managing and operating	**Manage content** • store and back up content online for access and editing from multiple devices TECH	**Protect content** • protect content when sharing by selecting appropriate access controls for individuals and shared links for wider groups TECH ARTS	**Select and operate tools** • select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks • troubleshoot common problems and automate repetitive tasks 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**
	• analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts ENG HASS HPE MATH SCI TECH ARTS	• describe the relationship between the role of individual, and community values, rights and responsibilities, and ethical norms when responding to ethical issues HASS HPE MATH SCI TECH ARTS	• explain how different traits such as honesty, trust, courage and selfishness interact with responsibilities or duties to determine ethically appropriate responses HASS HPE SCI TECH
Responding to ethical issues	**Explore ethical perspectives and frameworks**	**Explore ethical issues**	**Making and reflecting on ethical decisions**
	• explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making HASS MATH SCI ARTS	• analyse the relationships between values, ethical perspectives and ethical frameworks when responding to ethical issues HASS HPE MATH SCI TECH ARTS	• consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes HASS HPE MATH SCI 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**
	• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups HASS HPE LANG ARTS	• analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts ENG HASS HPE SCI ARTS	• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions HASS HPE LANG SCI ARTS
Engaging with cultural and linguistic diversity	**Communicate responsively**	**Develop multiple perspectives**	**Develop empathy**
	• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups ENG HASS HPE LANG ARTS	• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices ENG HASS HPE LANG SCI ARTS	• use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences HASS HPE LANG TECH ARTS
Navigating intercultural contexts	**Consider responses to intercultural contexts**	**Respond to biases, stereotypes, prejudices and discrimination**	**Adapt in intercultural exchanges**
	• analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour HASS HPE LANG MATH ARTS	• analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts HASS HPE LANG ARTS	• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding HASS HPE LANG TECH ARTS

Personal and social capability

Elements	Sub-elements		
Self-awareness	**Personal awareness** • evaluate strategies for developing personal qualities and describe how they assist achieving growth HPE ARTS	**Emotional awareness** • evaluate how emotional responses influence behaviour and consider the consequences of these responses HPE ARTS	**Reflective practice** • plan a personal response to a range of contexts using feedback from previous experiences HPE LANG ARTS
Self-management	**Goal setting** • use and refine strategies that contribute to regulating behaviour and achieving learning goals HPE TECH ARTS	**Emotional regulation** • manage emotional responses, designing strategies to self-manage in a range of contexts HPE	**Perseverance and adaptability** • select, apply and refine strategies to persevere when faced with unexpected or challenging contexts HPE LANG TECH ARTS
Social awareness	**Empathy** • acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own HASS HPE LANG ARTS	**Relational awareness** • analyse indicators of healthy and challenging relationships, and how to manage the differences HPE	**Community awareness** • analyse roles and responsibilities of citizens within communities HASS HPE SCI

Elements	Sub-elements				
Social management	**Communication** • demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication ENG HASS HPE LANG SCI TECH ARTS	**Collaboration** • appreciate diverse perspectives in a range of collaborative contexts, demonstrating negotiation skills to improve ways of working and outputs ENG HASS HPE LANG TECH ARTS	**Leadership** • devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process HASS HPE ARTS	**Decision-making** • devise and analyse individual and group decision-making processes HASS HPE	**Conflict resolution** • select and apply conflict prevention and resolution strategies in a range of contexts, based on an evaluation of suitability and effectiveness HASS HPE