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 and learning for students in Years 9 and 10. 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** • develop questions to investigate complex issues and topics • questions developed facilitate increasing understanding of abstract ideas and concepts HASS HPE MATH SCI TECH ARTS	**Identify, process and evaluate information** • 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 ENG HASS HPE LANG MATH SCI TECH ARTS	
Generating	**Create possibilities** • create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations ENG HPE LANG MATH SCI TECH ARTS	**Consider alternatives** • consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change HASS HPE MATH TECH ARTS	**Put ideas into action** • put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations HPE MATH SCI TECH ARTS
Analysing	**Interpret concepts and problems** • identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context ENG HASS HPE LANG MATH SCI TECH ARTS	**Draw conclusions and provide reasons** • draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations ENG HASS HPE LANG MATH SCI TECH ARTS	**Evaluate actions and outcomes** • 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 judgements and decisions HASS HPE MATH SCI TECH ARTS
Reflecting	**Think about thinking (metacognition)** • 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 ENG TECH ARTS	**Transfer knowledge** • identify, plan and justify opportunities to transfer knowledge into new contexts HASS HPE MATH SCI TECH ARTS	

Digital literacy

Elements	Sub-elements		
Practising digital safety and wellbeing	**Manage online safety** • engage in safe, legal and ethical online behaviour and defuse negative online social interactions • recognise the benefits and risks of anonymity online HPE LANG SCI TECH	**Manage digital privacy and identity** • recognise that their actions contribute to their passive digital footprint • manage their digital identity by controlling privacy, connections and group settings, and curating posts • consent selectively to data collection after assessing the benefits and risks of an online tool privacy policy SCI TECH ARTS	**Manage digital wellbeing** • self-regulate the use of digital tools to purposefully enhance their wellbeing • identify how digital tools are designed to capture their attention HPE
Investigating	**Locate information** • locate relevant information by applying advanced search functions across multiple sources, involving purposefully selected and contextually specific terms and criteria HASS MATH TECH	**Acquire and collate data** • collect and evaluate quantitative and qualitative data using specialised digital tools and processes in the context of identified problems HASS MATH SCI TECH ARTS	**Interpret data** • analyse and visualise multidimensional data by selecting and using a range of interactive tools to draw conclusions and make predictions HASS MATH SCI TECH
Creating and exchanging	**Plan** • use project management tools to develop and track a plan to complete individual and collaborative projects HASS TECH ARTS	**Create, communicate and collaborate** • select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups ENG HASS LANG MATH SCI TECH ARTS	**Respect intellectual property** • respect intellectual property by identifying and applying practices that meet legal and ethical obligations, referencing conventions, copyright and trademark protocols HASS SCI TECH ARTS
Managing and operating	**Manage content** • store content systematically online for access and editing (with version history) from multiple devices and ensure data is reliably backed up TECH	**Protect content** • protect content when sharing by purposefully selecting appropriate access controls for individuals and groups TECH	**Select and operate tools** • select and operate advanced and emerging digital tools confidently • troubleshoot common problems systematically and seek to improve efficiency by developing new skills ENG HASS HPE LANG MATH 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**
	• evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts ENG HASS HPE MATH SCI TECH ARTS	• describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms ENG HASS HPE SCI TECH ARTS	• explore and analyse examples of the tensions between conflicting positions on issues of personal, social and global importance HASS HPE MATH SCI TECH
Responding to ethical issues	**Explore ethical perspectives and frameworks**	**Explore ethical issues**	**Making and reflecting on ethical decisions**
	• analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions ENG HASS MATH SCI ARTS	• apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues ENG HASS HPE MATH SCI TECH ARTS	• analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions 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**
	• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own HASS HPE LANG ARTS	• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views ENG HASS HPE LANG SCI ARTS	• analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration HASS HPE LANG MATH ARTS
Engaging with cultural and linguistic diversity	**Communicate responsively**	**Develop multiple perspectives**	**Develop empathy**
	• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected ENG HASS HPE LANG SCI ARTS	• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives HASS HPE LANG SCI ARTS	• analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions HASS HPE LANG TECH ARTS
Navigating intercultural contexts	**Consider responses to intercultural contexts**	**Respond to biases, stereotypes, prejudices and discrimination**	**Adapt in intercultural exchanges**
	• apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses ENG HASS LANG ARTS	• apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination ENG HASS HPE LANG ARTS	• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding HASS HPE LANG ARTS

Personal and social capability

Elements	Sub-elements				
Self-awareness	**Personal awareness** • devise personally appropriate strategies to achieve growth HPE ARTS	**Emotional awareness** • reflect on their emotional responses to different situations HPE ARTS	**Reflective practice** • evaluate goals set for their own personal, social and cognitive development, reflecting on feedback HPE LANG ARTS		
Self-management	**Goal setting** • adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness HASS HPE TECH ARTS	**Emotional regulation** • regulate emotions in a range of contexts, evaluating and refining their own self-management strategies HPE ARTS	**Perseverance and adaptability** • devise, evaluate and adapt strategies to engage with unexpected or challenging situations HPE LANG TECH ARTS		
Social awareness	**Empathy** • evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness ENG HASS HPE LANG ARTS	**Relational awareness** • evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships HASS HPE ARTS	**Community awareness** • evaluate ways of contributing to communities at local, regional, national and global levels HASS HPE SCI ARTS		

Elements	Sub-elements				
Social management	**Communication** • devise strategies that apply effective verbal and non-verbal communication in response to feedback HASS HPE LANG SCI TECH ARTS	**Collaboration** • devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members ENG HASS HPE LANG TECH ARTS	**Leadership** • propose, implement and evaluate strategies to address needs at local, regional, national or global levels HASS HPE SCI ARTS	**Decision-making** • develop and apply criteria to evaluate the outcomes of individual and group decisions HASS HPE TECH	**Conflict resolution** • generate, apply and evaluate strategies to prevent and/or resolve interpersonal and intergroup conflicts HASS HPE