

Capabilities and skills frameworks across senior curriculum phases

Australian Curriculum, QCAA General and Applied syllabuses and Vocational Education and Training packages

This resource presents an overview and opportunities for alignment of the capabilities and skills frameworks that are a feature of the Australian Curriculum (general capabilities), QCAA Senior General and Applied syllabuses (underpinning factors). For accurate school-based Vocational Education and Training skills frameworks, please consult www.training.gov.au.

Overview

General capabilities Year 10 Australian Curriculum	Underpinning factors QCAA General syllabuses	Underpinning factors QCAA Applied syllabuses
<p>In the Australian Curriculum, the general capabilities are addressed through the content of the learning areas. General capabilities are identified where they are developed or applied in the content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning via the content elaborations, which are provided to give teachers ideas about how they might teach the content. Icons are used to indicate where general capabilities have been identified in learning area content descriptions and elaborations.</p> <p>Teachers are expected to teach and assess general capabilities to the extent that they are incorporated within learning area content. State and territory education authorities will determine if and how student learning of the general capabilities is to be further assessed or reported.</p> <ul style="list-style-type: none"> • literacy • numeracy • ICT capability • critical and creative thinking • personal and social capability • ethical understanding • intercultural understanding. 	<p>There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects</p> <ul style="list-style-type: none"> • literacy: the set of knowledge and skills about language and texts essential for understanding and conveying subject syllabus content • numeracy: the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully • 21st century skills: the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world <ul style="list-style-type: none"> – critical thinking <ul style="list-style-type: none"> ▪ analytical thinking, problem-solving, decision-making, reasoning, reflecting and evaluating, intellectual flexibility – creative thinking <ul style="list-style-type: none"> ▪ innovation, initiative and enterprise, curiosity and imagination, creativity, generating and applying new ideas, identifying alternatives, seeing or making new links – communication <ul style="list-style-type: none"> ▪ effective oral and written communication, using language, symbols and texts, communicating ideas effectively with diverse audiences – collaboration and teamwork <ul style="list-style-type: none"> ▪ relating to others, (interacting with others), recognising and using diverse perspectives, participating and contributing, community connections – personal and social skills <ul style="list-style-type: none"> ▪ adaptability/flexibility, management (self, career, time, planning and organising), character (resilience, mindfulness, open- and fair-mindedness, self-awareness), leadership, citizenship, cultural awareness, ethical (and moral) understanding – ICT skills <ul style="list-style-type: none"> ▪ operations and concepts, accessing and analysing information, being productive users of technology, digital citizenship (being safe, positive and responsible online). 	<p>There are five factors that underpin and are essential for defining the distinctive nature of Applied syllabuses:</p> <ul style="list-style-type: none"> • literacy • numeracy • applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts. Contexts should be authentic and may encompass workplace, industry and community situations. • community connections — build students' awareness and understanding of life beyond school through authentic, real-world interactions. This understanding supports the transition from school to participation in, and contribution to, community, industry, work and non-profit organisations. 'Community' includes the school community and the wider community beyond the school, including virtual communities • core skills for work — a set of knowledge, understanding and non-technical skills that underpin successful participation in work <ul style="list-style-type: none"> – Skill cluster 1: Navigate the world of work <ul style="list-style-type: none"> ▪ 1a. manage career and work life ▪ 1b. work with roles, right and protocols – Skill cluster 2: Interacting with others <ul style="list-style-type: none"> ▪ 2a. communicate for work ▪ 2b. connect and work with others ▪ 2c. recognise and utilise diverse perspectives – Skill cluster 3: Getting the work done <ul style="list-style-type: none"> ▪ 3a. plan and organise ▪ 3b. make decisions ▪ 3c. identify and solve problems ▪ 3d. create and innovate ▪ 3e. work in a digital world. <p>These factors build on the general capabilities found in the P–10 Australian Curriculum. They overlap and interact, are derived from current education, industry and community expectations, and inform and shape Applied syllabuses.</p> <p>All Applied syllabuses cover all the underpinning factors in some way, though coverage may vary from syllabus to syllabus. Students should be provided with a variety of opportunities to learn through and about the five underpinning factors across the four-unit course of study.</p>

Literacy

Level 6 general capabilities Year 10 Australian Curriculum	Underpinning factors QCAA General syllabuses	Underpinning factors QCAA Applied syllabuses
<ul style="list-style-type: none"> • comprehending texts through listening, reading and viewing <ul style="list-style-type: none"> – 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 • composing texts through speaking, writing and creating <ul style="list-style-type: none"> – 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 • text knowledge <ul style="list-style-type: none"> – 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 • grammar knowledge <ul style="list-style-type: none"> – 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 • word knowledge <ul style="list-style-type: none"> – 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 • visual knowledge <ul style="list-style-type: none"> – 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 	<p>Literacy is the set of knowledge and skills about language and texts essential for understanding and conveying subject syllabus content.</p> <ul style="list-style-type: none"> • Each General syllabus has its own specific content and ways to convey and present this content. Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to the subject is essential for student achievement. 	<p>The information and ideas that make up literacy in each Applied syllabus are communicated in language and texts. Literacy is the set of knowledge and skills about language and texts that is essential for understanding and conveying this content.</p> <p>Each Applied syllabus has its own specific content and ways to convey and present this content. Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to the subject is essential for student achievement.</p> <p>Students need to learn and use knowledge and skills of reading, viewing and listening to understand and learn the content of the Applied syllabus. Students need to learn and use the knowledge and skills of writing, composing and speaking to convey the Applied syllabus content they have learnt.</p> <p>In teaching and learning in Applied syllabuses, students learn a variety of strategies to understand, use, analyse and evaluate ideas and information conveyed in language and texts. To understand and use syllabus subject content, teaching and learning strategies include:</p> <ul style="list-style-type: none"> • breaking the language code to make meaning of Applied syllabus language and texts • comprehending language and texts to make literal and inferred meanings about Applied syllabus content • using Applied syllabus ideas and information in classroom, real-world and/or lifelike contexts to progress their own learning. <p>To analyse and evaluate Applied syllabus content, teaching and learning strategies include:</p> <ul style="list-style-type: none"> • making conclusions about the purpose and audience of language and texts • analysing the ways language is used to convey ideas and information in texts • transforming language and texts to convey ideas and information in particular ways to suit audience and purpose. <p>Relevant aspects of literacy knowledge and skills are assessed, as described in the standards.</p>

Numeracy

Level 6 general capabilities Year 10 Australian Curriculum	Underpinning factors QCAA General syllabuses	Underpinning factors QCAA Applied syllabuses
<ul style="list-style-type: none"> • estimating and calculating with whole numbers <ul style="list-style-type: none"> – 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 • recognising and using patterns and relationships <ul style="list-style-type: none"> – explain how the practical application of patterns can be used to identify trends • using fractions, decimals, percentages, ratios and rates <ul style="list-style-type: none"> – illustrate and order relationships for fractions, decimals, percentages, ratios and rates – solve problems involving fractions, decimals, percentages, ratios and rates • using spatial reasoning <ul style="list-style-type: none"> – 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 • interpreting statistical information <ul style="list-style-type: none"> – 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 they might happen • using measurement <ul style="list-style-type: none"> – 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 	<p>Numeracy is the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.</p> <ul style="list-style-type: none"> • Each General and Essential syllabus has its own specific content and ways to convey and present this content. Ongoing systematic teaching and learning focused on the numeracy knowledge and skills specific to the subject is essential for student achievement. 	<p>Numeracy is about using mathematics to make sense of the world and applying mathematics in a context for a social purpose.</p> <p>Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.</p> <p>Although much of the explicit teaching of numeracy skills occurs in Mathematics, being numerate involves using mathematical skills across the curriculum. Therefore, a commitment to numeracy development is an essential component of teaching and learning across the curriculum and a responsibility for all teachers.</p> <p>To understand and use subject syllabus content, teaching and learning strategies include:</p> <ul style="list-style-type: none"> • identifying the specific mathematical information • providing learning experiences and opportunities that support the application of students' general mathematical knowledge and problem-solving processes • communicating and representing the language of numeracy in teaching, as appropriate. <p>Relevant aspects of numeracy knowledge and skills are assessed, as described in the standards.</p>

ICT

General capabilities Year 10 Australian Curriculum	Underpinning factors QCAA General syllabuses	Underpinning factors QCAA Applied syllabuses
<p>ICT capability</p> <ul style="list-style-type: none"> • applying social and ethical protocols and practices <ul style="list-style-type: none"> – 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 • investigating with ICT <ul style="list-style-type: none"> – 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 • creating with ICT <ul style="list-style-type: none"> – 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 • communicating with ICT <ul style="list-style-type: none"> – 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 • managing and operating with ICT <ul style="list-style-type: none"> – 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 	<p>ICT skills</p> <ul style="list-style-type: none"> • operations and concepts <ul style="list-style-type: none"> – using digital technologies to produce and present data and information, research and interrogate information and manipulate data • accessing and analysing information <ul style="list-style-type: none"> – accessing, capturing and analysing information, including primary and secondary data • being productive users of technology <ul style="list-style-type: none"> – using digital technologies to analyse trends, patterns or relationships in data and information • digital citizenship (being safe, positive and responsible online) <ul style="list-style-type: none"> – being a safe, positive and responsible user of local and networked computer-based resources 	<p>Skill cluster 3: Getting the work done</p> <ul style="list-style-type: none"> • 3e. work in a digital world <ul style="list-style-type: none"> – use digitally based technologies and systems; connect with others; access, organise and present information; manage risk <ul style="list-style-type: none"> ▪ This skill area refers to the capacity to connect to other people, information and contexts for work-related purposes using digital systems and technology. It involves understanding concepts and language associated with the digital world and the capacity to understand and work with emerging/accepted etiquette and risks associated with online environments. It also involves identifying how digital technology and digitally based systems can extend, enhance or make possible specific aspects of a role or task, and create new opportunities.

Communicating

General capabilities Year 10 Australian Curriculum	Underpinning factors QCAA General syllabuses	Underpinning factors QCAA Applied syllabuses
<p>ICT capability</p> <ul style="list-style-type: none"> • communicating with ICT <ul style="list-style-type: none"> – 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 <p>Literacy</p> <ul style="list-style-type: none"> • composing texts through speaking, writing and creating <ul style="list-style-type: none"> – 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 	<p>Communication</p> <ul style="list-style-type: none"> • effective oral and written communication <ul style="list-style-type: none"> – cultivating and manipulating appropriate language, terminology, symbols and diagrams associated with effective and efficient communication in context • using language, symbols and texts <ul style="list-style-type: none"> – transforming language and texts to convey ideas and information in concise and engaging ways • communicating ideas effectively with diverse audiences <ul style="list-style-type: none"> – to impart knowledge of; to make known to suit different audiences and purposes 	<p>Skill cluster 2: Interacting with others</p> <ul style="list-style-type: none"> • 2a. communicate for work <ul style="list-style-type: none"> – recognise communication systems; practices and protocols; speak and listen; understand; interpret and act; get the message across <ul style="list-style-type: none"> ▪ This skill area is about using communication skills to achieve work outcomes. It involves the capacity to recognise communication protocols and etiquette, use communication systems and processes, understand messages and get messages across to others.

Ethical understanding

Level 6 general capabilities Year 10 Australian Curriculum	Underpinning factors QCAA General syllabuses	Underpinning factors QCAA Applied syllabuses
<p>Ethical understanding</p> <ul style="list-style-type: none"> • understanding ethical concepts and issues <ul style="list-style-type: none"> – critique generalised statements about ethical concepts – distinguish between the ethical and non-ethical dimensions of complex issues • reasoning in decision-making and actions <ul style="list-style-type: none"> – 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 • exploring values, rights and responsibilities <ul style="list-style-type: none"> – 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 context – use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas 	<ul style="list-style-type: none"> • Personal and social skills <ul style="list-style-type: none"> – ethical (and moral) understanding <ul style="list-style-type: none"> ▪ building a strong personal and socially oriented, ethical outlook that assists with managing context, conflict and uncertainty, and to develop an awareness of the influence that your values and behaviour have on others ▪ assists engagement with more complex issues that are likely to be encountered in the future, and to navigate a world of competing values, rights, interests and norms 	<p>Skill cluster 1: Navigate the world of work</p> <ul style="list-style-type: none"> • 1b. work with roles, rights and protocols <ul style="list-style-type: none"> – work with roles and responsibilities; operate with legal rights and responsibilities; recognise and respond to protocols <ul style="list-style-type: none"> ▪ This skill area is about understanding work roles and workplace rights and expectations. It involves the capacity to identify and manage responsibilities, recognise and respond to legal rights and responsibilities, and to recognise and respond to expectations and accepted practices of work situations.

Critical and creative thinking

Level 6 general capabilities Year 10 Australian Curriculum	Underpinning factors QCAA General syllabuses	Underpinning factors QCAA Applied syllabuses
<p>Critical and creative thinking</p> <ul style="list-style-type: none"> • inquiring — identifying, exploring and organising information and ideas <ul style="list-style-type: none"> – 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 • generating ideas, possibilities and actions <ul style="list-style-type: none"> – 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 • reflecting on thinking and processes <ul style="list-style-type: none"> – 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 • analysing, synthesising and evaluating reasoning and procedures <ul style="list-style-type: none"> – 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 	<p>Critical thinking</p> <ul style="list-style-type: none"> • analytical thinking <ul style="list-style-type: none"> – analysing data and information to break complex aspects into component parts and recombine them in different ways to create new knowledge • problem-solving <ul style="list-style-type: none"> – occurs when an obstacle is encountered on the way to achieving a goal; the sub-skills for this process include identifying and analysing the problem • decision-making <ul style="list-style-type: none"> – a process involving weighing options to determine the most appropriate course of action • reasoning <ul style="list-style-type: none"> – the process of drawing conclusions or inferences from facts or premises • reflecting and evaluating <ul style="list-style-type: none"> – to think about deeply and carefully and make an appraisal by weighing up or assessing strengths, implications and limitations – make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria • intellectual flexibility <ul style="list-style-type: none"> – having understanding or mental capacity, especially of a higher order – to adjust thinking in response to changing goals and/or environmental stimuli <p>Creative thinking</p> <ul style="list-style-type: none"> • innovation <ul style="list-style-type: none"> – introducing new ideas; original and creative in thinking • initiative and enterprise <ul style="list-style-type: none"> – taking an introductory act or step leading to action to undertake a project, especially one that is important or that requires boldness or energy • curiosity and imagination <ul style="list-style-type: none"> – the desire to learn or know; inquisitiveness and the action of forming new ideas, images or concepts of external objects not present to the senses • creativity <ul style="list-style-type: none"> – to bring something into being or existence; produce or evolve from one’s own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole • generating and applying new ideas <ul style="list-style-type: none"> – to produce; create; bring into existence; use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation • identifying alternatives <ul style="list-style-type: none"> – looking at problems from multiple perspectives to enable the imagining of multiple solutions • seeing or making new links <ul style="list-style-type: none"> – to spontaneously look beyond the specifics of a question or problem to see the issues in a more holistic sense 	<p>Skill cluster 3: Getting the work done</p> <ul style="list-style-type: none"> • 3a. plan and organise <ul style="list-style-type: none"> – plan and organise workload and commitments; plan and implement tasks <ul style="list-style-type: none"> ▪ This skill area is about identifying and completing the steps needed to undertake tasks and manage workloads. This involves the capacity to organise self and information, plan and implement tasks, and plan and organise workloads. • 3b. make decisions <ul style="list-style-type: none"> – establish decision-making scope; apply decision-making processes; review impact <ul style="list-style-type: none"> ▪ This skill area is about making a choice from a range of possibilities. It involves the capacity to use different decision-making approaches and to reflect on the outcomes of decisions. • 3c. identify and solve problems <ul style="list-style-type: none"> – identify problems; apply problem-solving processes; review outcomes <ul style="list-style-type: none"> ▪ This skill area is about identifying and addressing routine and non-routine problems in order to achieve work objectives. This involves the capacity to anticipate or identify problems, take steps to solve problems and reflect on the outcomes. • 3d. create and innovate <ul style="list-style-type: none"> – recognise opportunities to develop and apply new ideas; generate ideas; select ideas for implementation <ul style="list-style-type: none"> ▪ This skill area is about creating, applying and recognising the value of new ideas to solve problems, improve or develop new processes, products or strategies, or deliver new benefits. It involves the capacity to challenge perceptions of how things are, and how they might be, and to recognise a potential opportunity. It also involves the use of formal processes to challenge and extend initial perceptions of a situation, and generate, and select from, a range of new ideas.

Intercultural understanding

Level 6 general capabilities Year 10 Australian Curriculum	21st century skills QCAA General and Essential syllabuses	Underpinning factors QCAA Applied syllabuses
<p>Intercultural understanding</p> <ul style="list-style-type: none"> • recognising culture and developing respect <ul style="list-style-type: none"> – 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 • interacting and empathising with others <ul style="list-style-type: none"> – 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 • reflecting on intercultural experiences and taking responsibility <ul style="list-style-type: none"> – 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 	<p>Personal and social skills</p> <ul style="list-style-type: none"> • cultural awareness <ul style="list-style-type: none"> – valuing and learning about your own cultures, languages and beliefs, and those of others – developing responsibility as a local and global citizen, equipped for living and working in an interconnected world – developing cultural awareness, citizenship, moral and ethical understandings in learning contexts <p>Collaboration and teamwork</p> <ul style="list-style-type: none"> • recognising and using diverse perspectives <ul style="list-style-type: none"> – recognising diverse perspectives to help achieve shared goals • community connections <ul style="list-style-type: none"> – build awareness and understanding of life beyond school through authentic, real-world interactions; encourage responsible and informed citizens 	<p>Skill cluster 2: Interacting with others</p> <ul style="list-style-type: none"> • 2c. recognise and utilise diverse perspectives <ul style="list-style-type: none"> – recognise different perspectives; respond to and utilise diverse perspectives; manage conflict <ul style="list-style-type: none"> ▪ This skill area is about the capacity to recognise and respond to differing values, beliefs and behaviours, to draw on diverse perspectives for work purposes and to manage conflict when it arises. • community connections — build students' awareness and understanding of life beyond school through authentic, real-world interactions. This understanding supports the transition from school to participation in, and contribution to, community, industry, work and non-profit organisations. 'community' includes the school community and the wider community beyond the school, including virtual communities.

Personal and social capability

General capabilities Year 10 Australian Curriculum	21st century skills QCAA General and Essential syllabuses	Underpinning factors QCAA Applied syllabuses
<p>Personal and social capability</p> <ul style="list-style-type: none"> • self-awareness <ul style="list-style-type: none"> – 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 • self-management <ul style="list-style-type: none"> – 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 • social awareness <ul style="list-style-type: none"> – 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 • social management <ul style="list-style-type: none"> – 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 	<p>Collaboration and teamwork</p> <ul style="list-style-type: none"> • relating to others <ul style="list-style-type: none"> – working and interacting with others to maximise their understanding of concepts • participating and contributing <ul style="list-style-type: none"> – ability to work effectively and respectfully with diverse teams, and exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; assume shared responsibility for collaborative work and value the individual contributions made by each team member <p>Personal and social skills</p> <ul style="list-style-type: none"> • adaptability/flexibility <ul style="list-style-type: none"> – demonstrating adaptability and flexibility to create strategies • management (self, career, time, planning and organising) <ul style="list-style-type: none"> – effectively regulating, managing and monitoring emotional responses, and persisting to complete tasks and overcome obstacles; develop organisational skills and identify the resources needed to achieve goals • character (resilience, mindfulness, open-and fair-mindedness, self-awareness) <ul style="list-style-type: none"> – developing self-awareness to enhance personal assets, including resilience, mindfulness, open- and fair-mindedness – to know yourself or have a clear understanding of your personality, including strengths and weaknesses • leadership <ul style="list-style-type: none"> – the ability to use interpersonal skills to establish trust and create a sense of teamwork; to take action, set concrete goals and follow the steps necessary to achieve them • citizenship <ul style="list-style-type: none"> – acknowledging your status as a citizen by birth or naturalisation and responding in an engaged and informed manner to the civic, political or social issues at a local, state, national or global level 	<ul style="list-style-type: none"> • community connections — build students' awareness and understanding of life beyond school through authentic, real-world interactions. This understanding supports the transition from school to participation in, and contribution to, community, industry, work and non-profit organisations. 'Community' includes the school community and the wider community beyond the school, including virtual communities • applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts. Contexts should be authentic and may encompass workplace, industry and community situations. <p>Skill cluster 1: Navigate the world of work</p> <ul style="list-style-type: none"> • 1a. manage career and work life <ul style="list-style-type: none"> – Identify work options; gain work; develop relevant skills and knowledge <ul style="list-style-type: none"> ▪ This skills area is about managing decisions throughout life about how, when and where to work. It involves the capacity to identify work and career options, to gain work or career advancement, and to undertake learning appropriate to work needs and goals. <p>Skill cluster 2: Interacting with others</p> <ul style="list-style-type: none"> • 2b. connect and work with others <ul style="list-style-type: none"> – understand self; build rapport; cooperate and collaborate – This skill area is about managing decisions throughout life about how, when and where to work. It involves the capacity to identify work and career options, to gain work or career advancement, and to undertake learning appropriate to work needs and goals.

References

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More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au and search for 'Australian Curriculum'. Alternatively, phone 07 3120 6102 or email the K–12 Resources branch at australiancurriculum@qcaa.qld.edu.au.