General Capabilities
in the Australian Curriculum

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Contents

Overview

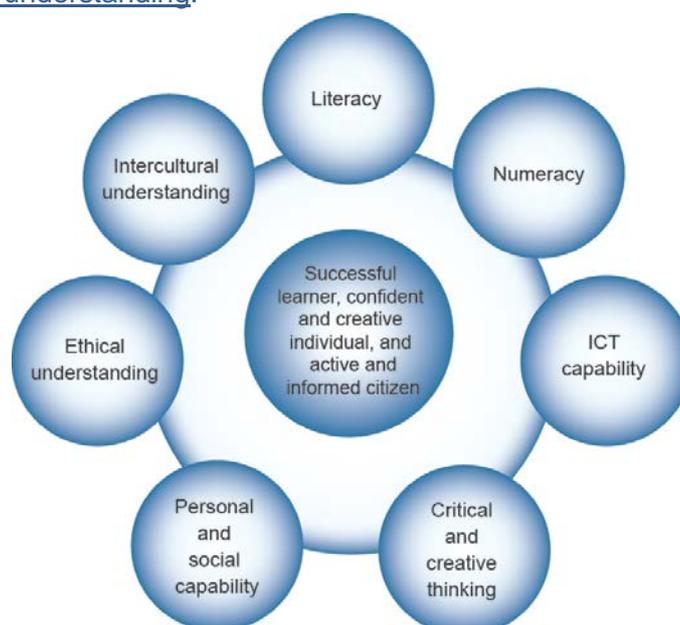## General capabilities in the Australian Curriculum

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas. They play a significant role in realising the goals set out in the *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) – that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The Melbourne Declaration identifies essential skills for twenty-first century learners – in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. It describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.

The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They complement the key learning outcomes of the *Early Years Learning Framework* (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators.

The Australian Curriculum includes seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

General capabilities in the Australian Curriculum

General capabilities materials for schools and teachers

These materials are presented as a resource to help teachers:

- develop a shared understanding of the nature, scope and sequence of the general capabilities in the Australian Curriculum

- confirm their understanding of intended learning wherever general capabilities are identified in learning area content descriptions and elaborations

- plan for and guide students' development of the general capabilities in school and classroom learning programs.

Development of the general capabilities materials

First published in 2010 and revised in 2011 following a national consultation process, the general capabilities materials were developed to inform the writing of learning area curriculum (Foundation to Year 10) and to ensure the strong and coherent inclusion of the general capabilities in the Australian Curriculum.

They were developed by writing teams with expertise in the particular capabilities, together with advice from the General Capabilities Advisory Group, academics, focus groups of teachers and curriculum experts from state and territory education authorities. The materials build on significant state and territory initiatives and practice, and are informed by national and international research.

More recently, general capabilities materials have been further developed to assist schools and teachers in understanding the general capabilities in the Australian Curriculum and in supporting the individual learning needs of diverse learners. This work includes the extension of all learning continua from three to six levels in Critical and creative thinking, ICT capability, Personal and social capability, Ethical understanding and Intercultural understanding. In Literacy an additional four levels and in Numeracy an additional two levels have been included at Level 1 to address learning in the early years and to maximise the curriculum's flexibility for all students, assisting teachers to cater for student diversity and personalise learning. For more detailed information go to Student Diversity.

Work associated with general capabilities is ongoing. Future work includes:

- verification of the extended learning continua in schools

- monitoring and review of the materials as additional learning areas are developed and approved by Ministers for implementation in schools

- investigating whether there is a need to further extend other capability learning continua to better reflect the learning needs of all students

- revision of the ICT capability in conjunction with the development of the Australian Curriculum: Technologies

- following completion of all learning area curriculum, a review of the extent to which general capabilities have been addressed in the Australian Curriculum.

Teaching and assessment of general capabilities

Teachers are expected to teach and assess general capabilities to the extent that they are incorporated within each learning area.

State and territory school authorities will determine whether and how student learning of the general capabilities will be further assessed and reported.

For some students, it may be necessary to adjust the levels of complexity and the processes they use to develop capabilities. However, the role and place of general capabilities in the Australian Curriculum remain the same for all students.

Nature of general capabilities

In the Australian Curriculum 'capability' encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, both in their learning at school and in their lives outside school. The encouragement of positive behaviours and dispositions underpins all general capabilities. Within individual capabilities, specific behaviours and dispositions have been identified and incorporated into each learning continuum as appropriate.

General capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum, in co-curricular programs and in their lives outside school.

While each of the capabilities covers a particular body of learning, it should be noted that some knowledge, skills, dispositions and behaviours are shared across capabilities. In some cases, a particular aspect of one capability is covered in another, for example, the application of social and ethical protocols in the use of digital technologies is included in ICT capability, and effective communication in social interactions is included in Personal and social capability. In other cases, to avoid undue repetition, some aspects common to several capabilities are identified in the capability where the strongest representation occurs, for example, empathy is identified in Intercultural understanding even though it is also an important aspect of Personal and social capability.

When combined in learning area contexts, general capabilities enhance and complement each other. For example, students require Literacy skills and ICT capability to communicate effectively across all learning areas. They apply Intercultural understanding and Personal and social capability when they challenge stereotypes and prejudice in texts and interactions with others.

It is important to recognise that the capabilities are intended to be 'general' and operate across the whole curriculum. More 'specialised' knowledge and skills will be detailed in learning areas, particularly in relation to literacy, numeracy and information and communication technology.

Students in Australian schools bring different world views, histories and abilities to their learning. This means that some aspects of the capabilities may be interpreted and enacted in different ways. For example, the world views of Aboriginal and Torres Strait Islander Peoples inform Personal and social capability by drawing on responsibilities and relationships within cultural knowledge systems that connect the personal, through kin and community, to land, sky and waterways.

General capabilities in the learning areas

In the Australian Curriculum, general capabilities are addressed through the learning areas and are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations.

Icons (as shown below) indicate where general capabilities have been identified in learning area content descriptions and elaborations. Users can also see which capability elements are addressed in the content description by selecting the capability icon. A filter function on the Australian Curriculum website assists users to identify F–10 curriculum content where a capability has been identified.

Teachers may find further opportunities to incorporate explicit teaching of general capabilities depending on their choice of activities and the individual learning needs of their students. Students can also be encouraged to develop capabilities through personally relevant initiatives of their own design.

Literacy

Numeracy

ICT capability

Critical and creative thinking

Personal and social capability

Ethical understanding

Intercultural understanding

Each learning area includes a brief description of the general capabilities that have been explicitly included in the content or advice about those general capabilities that could be developed through particular teaching contexts.

- General capabilities in English
  (www.australiancurriculum.edu.au/English/General-capabilities)
- General capabilities in Mathematics
  (www.australiancurriculum.edu.au/Mathematics/General-capabilities)
- General capabilities in Science
  (www.australiancurriculum.edu.au/Science/General-capabilities)
- General capabilities in History
  (www.australiancurriculum.edu.au/History/General-capabilities)

Many capabilities find 'natural homes' in specific learning areas (for example, Literacy in English, Numeracy in Mathematics, ICT capability in Technologies, Personal and social capability in Health and Physical Education and English, and Intercultural understanding in Languages. Many of the foundational capability knowledge and skills are likely to be taught most explicitly in these learning areas, and applied, adapted, strengthened and extended in other learning areas.

General capabilities are represented to different degrees in each of the learning areas. Literacy, Numeracy, ICT capability, and Critical and creative thinking are fundamental in students becoming successful learners. While the primary development of Literacy, Numeracy and ICT capability is based in English, Mathematics and Technologies respectively, the development and application of these capabilities across the curriculum is essential to effective teaching and learning. Further information about the relationships between English/ Literacy, Mathematics/ Numeracy and Technologies/ ICT capability in the Australian Curriculum is provided in the introductions to relevant capabilities.

Personal and social capability, Ethical understanding and Intercultural understanding focus on ways of being and behaving, and learning to live with others, and are more strongly represented in some learning areas than in others Though all learning involves some personal and social dimensions, these capabilities are most evident wherever personal, social and cultural learning is highlighted.

In these capabilities in the early years, learning is often described in broad terms, as this is where foundational knowledge and skills are developed, for example, in Intercultural understanding descriptions refer to fundamental concepts related to personal identity and belonging rather than to specific cultural knowledge as these concepts underpin personal dimensions of intercultural understanding

Structure of the materials

The materials for each general capability are in three parts:

- an introduction that describes the nature and scope of the capability, its place in the learning areas and its evidence base

- organising elements that underpin a learning continuum

- a learning continuum that describes the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed at particular stages of schooling.

Learning continua

The general capabilities are presented as learning continua or sequences that describe the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed by the end of particular years of schooling.

The learning continua are based on the belief that students need opportunities to develop capabilities over time and across learning areas. What is learned in the early years supports all subsequent learning. The learning continua assume it is possible to map common paths for general capability development while recognising that each student's pace of development may be influenced by factors such as their prior experience, sense of self in the world and cognitive capacity.

Capability descriptions include general examples and learning area examples that illustrate ways each general capability has been addressed in specific learning area content descriptions. These can be accessed online by selecting examples at the end of each capability description. As each learning area is published, further examples will be added to illustrate how general capabilities are addressed in that learning area.

All learning continua typically, but not exclusively, align with years of schooling. Stages in each learning continuum are labelled from Levels 1 to 6 to emphasise that the continuum presents a sequence of learning independent of student age. An accompanying statement indicates that the level typically applies to students by the end of a given year of schooling. to show the relationship with learning area content descriptions. .

For Literacy, Level 1 is divided into five sub-levels — Level 1a, 1b, 1c, 1d and 1e. Levels 1a-1d represent the development of early literacy skills with a particular emphasis on communication. Level 1a begins with unintentional communication progressing to intentional symbolic communication at Level 1d. Level 1e begins to focus on the application of literacy skills.

For Numeracy, Level 1 is divided into two sub-levels — Level 1a and 1b to represent the progression from early numeracy to numeracy skills. Level 1a has a particular emphasis on the language of numeracy in everyday contexts and Level 1b an emphasis on the application of numeracy skills. Level 1a assumes students are able to communicate with intent.

Each learning continuum is available online in two views:

- the first shows expected learning across the levels in a table format

- the second shows expected learning for each level in turn, in text format.

Literacy

Introduction

In the Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) recognises literacy as an essential skill for students in becoming successful learners and as a foundation for success in all learning areas. Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area.

Scope of the Literacy capability

Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.

Becoming literate is not simply about knowledge and skills. Certain behaviours and dispositions assist students to become effective learners who are confident and motivated to use their literacy skills broadly. Many of these behaviours and dispositions are also identified and supported in other general capabilities. They include students managing their own learning to be self-sufficient; working harmoniously with others; being open to ideas, opinions and texts from and about diverse cultures; returning to tasks to improve and enhance their work; and being prepared to question the meanings and assumptions in texts.

For a description of the organising elements for Literacy, go to Organising elements.

Literacy across the curriculum

Literacy presents those aspects of the Language and Literacy strands of the English curriculum that should also be applied in all other learning areas. It is not a separate component of the Australian Curriculum and does not contain new content. In some instances in the Literacy learning continuum, examples or more explanation have been included to show how aspects of the Language and Literacy strands of the English curriculum function in other learning areas.

While much of the explicit teaching of literacy occurs in the English learning area, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant literacy demands. These literacy-rich situations are a part of learning in all curriculum areas. Paying attention to the literacy demands of each learning area ensures that students' literacy development is strengthened so that it supports subject-based learning. This means that:

- all teachers are responsible for teaching the subject-specific literacy of their learning area

- all teachers need a clear understanding of the literacy demands and opportunities of their learning area

- literacy appropriate to each learning area can be embedded in the teaching of the content and processes of that learning area.

The Literacy continuum will enable learning area teachers to:

- identify the general level of expected language and literacy skills for each year level that they are teaching

- plan how to teach specific language and literacy knowledge and skills essential to students' understanding of learning area content.

For students who speak a language or dialect other than Standard Australian English at home, access to language and literacy development is especially important. EAL/D students learn English at the same time as they are learning the content of each learning area through English. For many Aboriginal and Torres Strait Islander students, their home language is a dialect of English such as Aboriginal English. This means that they learn the English of the school context and of the curriculum as a second dialect. It is important to acknowledge the home language, prior knowledge and experiences of these students, and to build on these in developing students' literacy capabilities in the curriculum. The *English as an Additional Language or Dialect: Teacher Resource* can be used in conjunction with the Literacy general capability to assist teachers in meeting the language-learning needs of these students.

Some students move slowly between levels or may remain at one level of the learning continuum throughout their schooling. The Literacy learning continuum enables teachers to plan for the teaching of targeted literacy skills through age-equivalent learning area content. The elements of Comprehending and Composing represent the overarching processes of receptive and expressive language and can apply to students at any point in their schooling. The beginning of the learning sequence for these two elements has been extended by an additional four levels (Levels 1a to 1d) to describe in particular the development of communication skills. For more detailed advice on using the Literacy continuum to personalise learning go to Student Diversity.

The Literacy capability is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where Literacy has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to find where Literacy has been identified in F–10 curriculum content. Teachers may find further opportunities to incorporate explicit teaching of Literacy depending on their choice of activities and the individual learning needs of their students. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- Literacy in English
  (http://www.australiancurriculum.edu.au/English/General-capabilities)

- Literacy in Mathematics
  (www.australiancurriculum.edu.au/Mathematics/General-capabilities)

- [Literacy in Science
  (www.australiancurriculum.edu.au/Science/General-capabilities)](www.australiancurriculum.edu.au/Science/General-capabilities)

- [Literacy in History
  (http://www.australiancurriculum.edu.au/History/General-capabilities)](http://www.australiancurriculum.edu.au/History/General-capabilities)

Background

This background summarises the evidence base from which Literacy's introduction, organising elements and learning continuum have been developed. It draws on the Australian Curriculum: English recent international and national research, initiatives and programs that focus on literacy across the curriculum, as well as research and strategies in the development of communication skills.

The Australian Curriculum: English provides a rich resource for learning in all areas of the curriculum. The skills and knowledge taught in the Language and Literacy strands of the Australian Curriculum: English support and contribute to the literacy requirements needed for all learning areas. These skills and knowledge have been used as the basis for constructing the Literacy continuum as it relates to all learning areas of the curriculum.

The definition of literacy in the Australian Curriculum is informed by a social view of language that considers how language works to construct meaning in different social and cultural contexts. This view builds on the work of Vygotsky (1976), Brice Heath (1983), Halliday and Hasan (1985), Freebody and Luke (1990), Gee (1991, 2008), and Christie and Derewianka (2008), who have articulated the intrinsic and interdependent relationship between social context, meaning and language.

This view is concerned with how language use varies according to the context and situation in which it is used. There are important considerations for curriculum area learning stemming from this view because, as students engage with subject-based content, they must learn to access and use language and visual elements in the particular and specific ways that are the distinctive and valued modes of communication in each learning area. They need to learn how diverse texts build knowledge in different curriculum areas, and how language and visual information work together in distinctive ways to present this knowledge.

Language, verbal or non-verbal, is critical for the development of literacy skills. The ability to communicate enables learning across the curriculum, the school day and life outside of school. Development of communication can provide a way for students with a disability to access age-equivalent content and promote education equality (Browder and Spooner 2011). In many cases, developing literacy skills supports the development of communication skills and vice versa. This is the case for students who use augmentative and alternative communication as well as students who use speech to communicate (Speech Pathology Australia 2012).

The social view of language enables insights into differences between 'spoken-like' and 'written-like' language, and the increasing complexity of language as students progress through school. This is an important concept for subject-based learning. When young children begin school, they generally have developed facility with the spoken language of their home and community to interact informally in face-to-face situations in their immediate environment. This is the meaning-making system they use to engage with the learning experiences of the school; and their first interactions with written text generally employ print versions of 'spoken-like' language.

As subject-based learning proceeds, particularly in the middle and later school years, the texts that students need to understand and produce take on increasingly formal and academic features, employing technical, abstract and specialised 'written-like' language forms, in order to communicate complexities of meaning. These texts include precise, densely packed information and place increasing cognitive demands on the student.

There are significant differences in the way different learning areas structure texts and in the language features and vocabulary that students are required to know and use. Therefore, a student's repertoire of literacy knowledge and skills needs to be diverse, flexible, dynamic and versatile, developing throughout their schooling to deal with the increasing challenges and demands of the curriculum.

Like the Australian Curriculum: English, Literacy also takes account of visual literacy and the rapid changes that have occurred as a result of new technologies in the ways that communication takes place. It is informed by the work of Kress and Van Leeuwen (2006), who have identified a comprehensive grammar of visual design

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Organising elements

The Literacy continuum incorporates two overarching processes:

- Comprehending texts through listening, reading and viewing
- Composing texts through speaking, writing and creating

with the following areas of knowledge applying to both processes:

- Text knowledge
- Grammar knowledge
- Word knowledge
- Visual knowledge.

These processes and areas of knowledge are used as the organising elements of the Literacy continuum. The elements are drawn from the Language and Literacy strands of the Australian Curriculum: English as shown in the table below:

| Literacy Continuum	Australian Curriculum: English	
	Language	Literacy
Comprehending texts through listening, reading and viewing	Expressing and developing ideas	Interpreting, analysing, evaluating
Composing texts through speaking, writing and creating	Language for interaction	Interacting with others Creating texts
Text knowledge	Text structure and organisation Concepts of print and screen	Interpreting, analysing, evaluating Creating texts
Grammar knowledge	Expressing and developing ideas Language for interaction	
Word knowledge	Expressing and developing ideas	
Visual knowledge	Expressing and developing ideas	Interpreting, analysing, evaluating Creating texts

Texts in the Literacy continuum

A text is the means for communication. Texts can be written, spoken, visual or multimodal, and in print or digital/online forms. Multimodal texts combine language with other systems for communicating such as visual images, soundtracks and spoken word, as in film or computer presentation media. Texts include all forms of Augmentative and Alternative Communication (AAC), for example gesture, signing, real objects, photographs, pictographs and Braille. The forms and conventions of texts have developed to help us communicate effectively with a variety of audiences for a range of purposes, and so texts in different learning areas can and do use language and other features in different ways.

Where the term 'texts' is used in the Literacy continuum, this should be read as the type of texts particular to or characteristic of a learning area; for example, reports, data displays and

procedures in Mathematics; models, diagrams, explanations and reports in Science; and narratives, descriptions, discussions and explanations in History.

The diagram below sets out these elements.
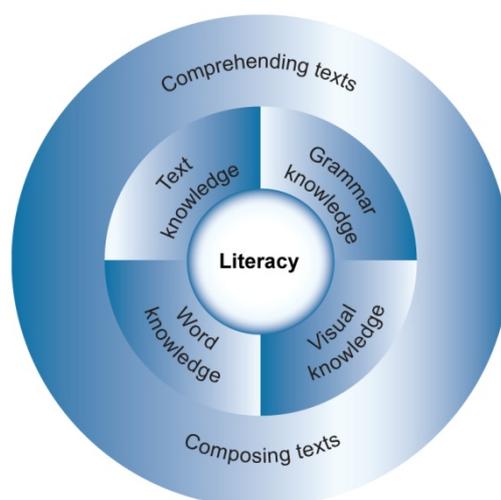
Organising elements for Literacy

Comprehending texts through listening, reading and viewing

This element is about receptive language and involves students using skills and strategies to access and interpret spoken, written, visual and multimodal texts. It involves students navigating, reading and viewing texts using applied topic knowledge, vocabulary, word and visual knowledge. It involves students listening and responding to spoken audio and multimodal texts, including listening for information, listening to carry out tasks and listening as part of participating in classroom activities and discussions. It also involves students using a range of strategies to comprehend, interpret and analyse these texts, including retrieving and organising literal information, making and supporting inferences and evaluating information points of view. In developing and acting with literacy, students:

- listen and respond to learning area texts
- read and view learning area texts
- interpret and analyse learning area texts.

The element of Comprehending texts can apply to students at any point in their schooling. The beginning of the learning sequence for this element has been extended by an additional four levels (Levels 1a to 1d) to describe in particular the early development of communication skills. The descriptions for Comprehending texts at these levels apply across the elements of Text knowledge, Grammar knowledge, Word knowledge and Visual knowledge.

Composing texts through speaking, writing and creating

This element is about expressive language and involves students composing different types of texts for a range of purposes as an integral part of learning in all curriculum areas. These texts include spoken, written, visual and multimodal texts that explore, communicate and analyse information, ideas and issues in the learning areas. The element involves students creating formal and informal texts as part of classroom learning experiences including group and class discussions, talk that explores and investigates learning area topics, and formal and informal presentations and debates. In developing and acting with literacy, students:

- compose spoken, written, visual and multimodal learning area texts
- use language to interact with others
- deliver presentations.

The element of Composing texts can apply to students at any point in their schooling. The beginning of the learning sequence for this element has been extended by an additional four levels (Levels 1a to 1d) to describe in particular the development of communication skills. The descriptions for Composing texts at these levels apply across the elements of Text knowledge, Grammar knowledge, Word knowledge and Visual knowledge.

Text knowledge

This element involves students understanding how the spoken, written, visual and multimodal texts they compose and comprehend are structured to meet the range of purposes needed in the curriculum areas. It involves understanding the different types of text structures that are used within curriculum disciplines to present information, explain processes and relationships, argue and support points of view and investigate issues. The element also involves understanding how whole texts are made cohesive through various grammatical features that link and strengthen the text's internal structure. In developing and acting with literacy, students:

- use knowledge of text structures
- use knowledge of text cohesion.

Grammar knowledge

This element involves students understanding the role of grammatical features in the construction of meaning in the texts they compose and comprehend. It involves understanding how different types of sentence structures present, link and elaborate ideas, and how different types of words and word groups convey information and represent ideas in the learning areas. The element also includes understanding the grammatical features through which opinion, evaluation, point of view and bias are constructed in texts. In developing and acting with literacy, students:

- use knowledge of sentence structures
- use knowledge of words and word groups
- express opinion and point of view.

Word knowledge

This element involves students understanding the increasingly specialised vocabulary and spelling needed to compose and comprehend learning area texts. It includes the development of strategies and skills for acquiring a wide topic vocabulary in the learning areas and the capacity to spell the relevant words accurately. In developing and acting with literacy, students:

- understand learning area vocabulary
- use spelling knowledge.

Visual knowledge

This element involves students understanding how visual information contributes to the meanings created in learning area texts. It includes interpreting still and moving images, graphs, tables, maps and other graphic representations, and understanding and evaluating how images and language work together in distinctive ways in different curriculum areas to present ideas and information in the texts they compose and comprehend. In developing and acting with literacy, students:

- understand how visual elements create meaning.

Literacy Learning Continuum

Comprehending texts through listening, reading and viewing

Level 1a Students:	Level 1b Students:	Level 1c Students:	Level 1d Students:
Comprehend texts			
use *behaviours that are not intentionally directed at another person* to: • attend to, respond to or show interest in familiar people, texts, events and activities	use *informal behaviours* that show consistent anticipation of events in regular routines to: • attend consistently to familiar texts • respond consistently to social interactions with familiar people • demonstrate anticipation of predictable events • respond to questions • respond to requests	use *conventional behaviours* and/or *concrete symbols* consistently in an increasing range of environments and with familiar and unfamiliar people to: • respond to a sequence of gestures, objects, photographs and/or pictographs, for example follow a visual schedule to complete a task • respond to texts with familiar structures, for example by responding to a question • respond to requests	use *conventional behaviours* and/or *abstract symbols* consistently in different contexts and with different people to: • work out the meaning of texts with familiar structures, such as illustrated books, printed words, Braille texts and pictographs , using knowledge of context and vocabulary • respond to questions, sequence events and identify information from texts with familiar structures • use information in texts to explore a topic

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:

Navigate, read and view learning area texts

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
navigate, read and view simple texts with familiar vocabulary and supportive illustrations	navigate, read and view texts with illustrations and simple graphics	navigate, read and view different types of texts with illustrations and more detailed graphics	navigate, read and view subject-specific texts with some challenging features and a range of graphic representations	navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations	navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations
Examples	**Examples**	**Examples**	**Examples**	**Examples**	**Examples**
• using beginning knowledge of layout, context, vocabulary, grammar, phonics, visuals, and simple navigating functions on tablets and personal computers	• using and combining developing knowledge of layout, context, vocabulary, grammar, phonics and visuals, layout and navigational tools such as menu bars and icons	• using and combining increasing knowledge of page and screen layout, context, vocabulary, grammar, phonics and visuals including icons and buttons	• applying advanced knowledge of layout , context, vocabulary, grammar and visuals including home pages and sub-pages to aid navigation and use	• applying detailed and specific knowledge of layout, context, vocabulary, grammar, visuals	• applying detailed and extensive knowledge of layout, context, vocabulary, grammar and visuals
English ACELY1649	English ACELY1669	English ACELY1691	English ACELY1712	English ACELY1733	English ACELY1753
Science ACSSU002	Mathematics ACMNA030	Mathematics ACMNA080	Mathematics ACMMG137	Mathematics ACMNA187	Mathematics ACMMG245
History ACHHS018	Science ACSSU030	Science ACSSU072	Science ACSSU094	Science ACSSU149	Science ACSSU184
	History ACHHK044	History ACHHK077	History ACHHK113	History ACDSEH009	History ACDSEH107

Listen and respond to learning area texts

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
listen and respond to brief	listen to two or more step	listen to spoken instructions	listen to detailed spoken	listen to extended spoken	listen to a range of

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
questions and one and two step instructions, listen for information in simple spoken texts and respond to audio texts and texts read aloud	instructions for undertaking learning tasks, listen for information about topics being learned in spoken and audio texts and respond to texts read aloud	with some detail for undertaking learning area tasks, listen to identify key information in spoken and multi-modal texts and respond to texts read aloud	instructions for undertaking learning tasks, listen to spoken and audio texts, and respond to and interpret information and opinions presented	and audio texts, respond to and interpret stated and implied meanings, and evaluate information and ideas	extended spoken and audio texts and respond to, interpret and evaluate ideas, information and opinions
Examples	**Examples**	**Examples**	**Examples**	**Examples**	**Examples**
• commenting on a text read aloud	• recalling information from a text read aloud	• listing information recalled from an audio text	• interrogating ideas presented in a group discussion	• making inferences from information presented in a spoken text	• identifying and challenging unstated assumptions in a spoken text
English ACELY1646	English ACELY1668	English ACELY1688	English ACELY1709	English ACELY1730	English ACELY1750
Mathematics ACMSP011	Mathematics ACMNA030	Mathematics ACMNA077	Science ACSIS232	Science ACSIS140	Science ACSIS205
Science ACSSU004	Science ACSSU032	Science ACSSU072	History ACHHK113	History ACHHS153	History ACHHS190
History ACHHK004	History ACHHK046	History ACHHK077			
Interpret and analyse learning area texts					
interpret simple texts using comprehension strategies	interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies	interpret literal information and make inferences to expand topic knowledge using comprehension strategies	interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies	interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies	interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples • relating information to own experience, sequencing events, and drawing on information in illustrations English ACELY1650 Mathematics ACMSP011 Science ACSSU002 History ACHHS018	**Examples** • drawing on prior knowledge, and interpreting illustrations and simple graphics English ACELY1670 Mathematics ACMNA033 Science ACSHE035 History ACHHS048	**Examples** • linking print text and graphics, asking and answering questions and finding the main idea English ACELY1692 Mathematics ACMNA080 Science ACSSU073 History ACHHK078	**Examples** • linking and summarising information from different sources English ACELY1713 Mathematics ACMNA123 Science ACSIS221 History ACHHK115	**Examples** • checking the credibility of sources English ACELY1734 Mathematics ACMNA188 Science ACSHE227 History ACHHS154	**Examples** • identifying embedded perspectives and evaluating supporting evidence English ACELY1754 Mathematics ACMSP253 Science ACSIS205 History ACHHS188

Composing texts through speaking, writing and creating

Level 1a Students:	Level 1b Students:	Level 1c Students:	Level 1d Students:
Compose texts			
use *behaviours that are not intentionally directed at another person* to: • refuse or reject • reflect a preference or desire • reflect state of wellbeing, for example contentment, joy, worry, pain • reflect a physical state, for example hot, cold, nausea	use *informal behaviours* to intentionally communicate a single message consistently in familiar environments with familiar people, such as to: • refuse or reject • express a preference • request the continuation of an activity • request something new • request more • request attention	use *conventional behaviours* and/or *concrete symbols* to intentionally communicate more than one idea at a time consistently across an increasing range of environments with familiar and unfamiliar people, such as to: • refuse or reject • request items, people or events present at the time • create texts, for example to comment on a recent event, story or shared experience	use *conventional behaviours* and/or *abstract symbols* consistently in different contexts and with different people to communicate intentionally and consistently in different contexts and with different people to: • create texts with familiar structures such as speech, simple print texts, keyboard texts, illustrations, pictographs • comment on people, events and objects in the past, present and future and to ask questions • convey knowledge about learning area topics

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Compose spoken, written, visual and multimodal learning area texts					
compose short learning area texts, with support, to record and report ideas and	compose and edit a small range of learning area texts	compose and edit a range of learning area texts	compose and edit learning area texts	compose and edit longer sustained learning area	compose and edit longer and more complex learning

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
events				texts	area texts
Examples incorporating: • expressive language such as speech or sign • early writing knowledge • drawing and other visual elements	**Examples** incorporating: • known topic information • familiar language structures • illustrations and simple graphics	**Examples** incorporating: • known and some researched information • some more extended language features • illustrations and different types of graphics	**Examples** combining: • information from several sources • more formal and extended language features to report information and express opinions • a range of graphics	**Examples** incorporating: • researched and analysed information • complex language features to explore topics and express and support opinions • a wide range of graphics	**Examples** incorporating: • researched and evaluated information • complex language features to interpret and analyse challenging and complex issues • an extensive range of graphics
English ACELY1651 Mathematics ACMMG010 Science ACSIS233 History ACHHS021	English ACELY1671 Mathematics ACMNA030 Science ACSHE034 History ACHHS053	English ACELY1694 Mathematics ACMMG088 Science ACSIS071 History ACHHS086	English ACELY1714 Mathematics ACMNA122 Science ACSIS110 History ACHHS124	English ACELY1736 Mathematics ACMMG200 Science ACSIS148 History ACHHS156	English ACELY1756 Mathematics ACMSP252 Science ACSIS208 History ACHHS192
			Use language to interact with others		
use short pair, group and class conversations and discussions as learning tools to explore learning area topics and to prepare for creating texts	use pair, group and class discussions as learning tools to explore learning area topics, to represent ideas and relationships, and to prepare for creating texts	use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare	use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for	use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation	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

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
		for creating texts	creating texts	for creating texts	for creating texts
Examples • sharing likes and dislikes	**Examples** • sharing ideas for conducting an investigation	**Examples** • discussing data gathered in an investigation	**Examples** • comparing solutions to a problem	**Examples** • considering data and sharing and supporting opinions	**Examples** • participating in a formal debate on an aspect of a topic being studied
English ACELY1646 Mathematics ACMNA289 Science ACSIS011 History ACHHK004	English ACELY1666 Mathematics ACMSP047 Science ACSIS037 History ACHHS049	English ACELY1688 Mathematics ACMSP092 Science ACSIS065 History ACHHS082	English ACELY1709 Mathematics ACMSP147 Science ACSIS110 History ACHHS125	English ACELY1730 Mathematics ACMSP205 Science ACSIS140 History ACHHS157	English ACELY1750 Mathematics ACMSP253 Science ACSIS208 History ACHHS193
Deliver presentations					
plan and deliver short presentations related to learning area topics	plan, rehearse and deliver short presentations on learning area topics, incorporating some visual and multimodal elements	plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and appropriate visual and multimodal elements	plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences	plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and their impact on the audience	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

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples • giving recounts of an experience	**Examples** • recounting steps in a task	**Examples** • providing researched information about a topic being studied	**Examples** • explaining results of a group task	**Examples** • describing a process and explaining its results	**Examples** • providing evidence-based arguments to justify a position
English ACELY1647	English ACELY1667	English ACELY1689	English ACELY1710	English ACELY1731	English ACELY1751

Text knowledge

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Use knowledge of text structures					
use knowledge of some basic differences between imaginative and informative texts to select and use texts and compose simple learning area texts with teacher support	use knowledge of the structure and features of learning area texts to comprehend and compose a growing range of texts with some teacher support	use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts	use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for identified purposes	use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others	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
Examples • selecting an informative	**Examples** • creating a recount of steps in a process in	**Examples** • creating an information report to present	**Examples** • creating a multimodal text to explain a process	**Examples** • adapting digital text elements to create a	**Examples** • creating a multimodal text to present, argue

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
text to find information	sequence	researched information	or set of events	persuasive text	and justify a course of action
English ACELA1430 Mathematics ACMNA289 Science ACSIS011 History ACHHS021	English ACELA1463 Mathematics ACMNA030 Science ACSIS042 History ACHHS053	English ACELA1490 Mathematics ACMNA082 Science ACSIS071 History ACHHS086	English ACELA1518 Mathematics ACMSP148 Science ACSIS110 History ACHHS124	English ACELA1543 Mathematics ACMNA189 Science ACSIS148 History ACHHS156	English ACELA1566 Mathematics ACMSP246 Science ACSIS208 History ACHHS192
Mathematics examples • patterns • simple statements of comparison • days of the week yes/no questions	Mathematics examples • calendars • simple maps • word problems • reports of steps in a process • data displays such as lists and graphs	Mathematics examples • reports of a process • procedures on how to make mathematical shapes or complete a process • data displays to represent information • oral and written reports of group tasks • multiplication and division word problems	Mathematics examples • survey questions and reports • procedures on how to make mathematical shapes or complete a process • data displays with and without digital technologies • explanations of mathematical processes • recounts and evaluations of group tasks • word problems involving addition and subtraction	Mathematics examples • survey questions and reports • procedures on how to complete a mathematical task or process • data displays with and without digital technologies • explanations of mathematical processes • recounts and evaluations of group tasks • word problems	Mathematics examples • survey questions and reports • procedures on how to complete a mathematical task or process • data displays with and without digital technologies • explanations of mathematical processes • recounts and evaluations of group tasks • word problems involving

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
			of fractions	involving profit and loss	algebraic equations
Science examples • questions and answers • statements of observations • drawings to represent ideas	Science examples • reports of steps in a process • descriptions of observations • annotated diagrams of observed objects or living things • sequential explanations, for example explaining personal growth and changes from birth, life stages in animals	Science examples • reports of a process • information reports of procedures on how to design objects or processes • annotated diagrams that illustrate relationships or processes • descriptions of observed objects, living things or phenomena • causal explanations, for example explaining how the properties and use of materials could lead to pollution	Science examples • reports and evaluations of investigations • information reports using multi-source research • procedures on how to carry out a particular process or investigation using active voice • causal explanations, for example explaining the effect of a change state caused by heating and cooling familiar substances	Science examples • reports and evaluations of individual and group investigations • factual reports using multi-source research • persuasive texts to argue for a particular course of action • discussion texts with supporting evidence to present both sides of a contentious issue and a conclusion • procedures on how to carry out a particular process or investigation using passive voice • consequential explanations, for example explaining how the flammability or corrosiveness of a substance affects its use	Science examples • reports and evaluations of investigations • factual reports using multi-source research • evidence-based arguments using appropriate scientific language, conventions and representations to justify a position and persuade others • discussion texts that, for example, present a point of view on a contentious issue with supporting evidence • theoretical explanations, for example explaining the relationship between DNA, genes and chromosomes using models and diagrams

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
History examples • simple sequences of familiar objects and events • questions and answers • narratives about the past	History examples • historical retellings of an event • narratives built around historical events • descriptions of historical people and places	History examples • historical reports of an event • historical narratives told from a particular perspective • descriptions of an historical figure or place	History examples • historical recounts of a series of events with some summative commentary • historical narratives that retell past events, for example from a particular personal or cultural perspective • detailed descriptions of particular places from the past demonstrating use of source material • persuasive texts, for example presenting a particular point of view in relation to an historical event or figure	History examples • historical recounts of a series of events with some summative commentary • historical narratives that retell past events, for example from a particular personal or cultural perspective • detailed descriptions, for example of particular places from the past demonstrating use of evidence from sources • explanations that, for example, present the causes of an event • discussion texts with supporting evidence	History examples • historical recounts of a series of events or developments within a chronological framework with some summative or evaluative commentary • explanations that, for example, consider past events from a particular personal or cultural perspective • detailed descriptions of particular places from the past demonstrating use of evidence from primary and secondary sources, using appropriate referencing • discussion texts that, for example, present historical arguments with supporting evidence
Use knowledge of text cohesion					
use beginning knowledge of how language is used to	use knowledge of how texts are made cohesive through	use knowledge of how texts are made cohesive through	use knowledge of how cohesive links can be made	use knowledge of word functions to make	use knowledge of how the cohesion in texts is

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
comprehend and compose written texts with support	word repetitions and associations, synonyms and antonyms to comprehend and compose texts	linking words and phrases, for example 'so', 'therefore', 'then', 'in addition', and the correct use of pronouns to comprehend and compose texts	in texts through omitting and replacing words	connections in texts	improved by strengthening the internal structure
Examples • using spaces between words and return sweep when writing	**Examples** • using synonyms when speaking about a topic	**Examples** • retelling a sequence of events	**Examples** • substituting a general word for a specific one previously mentioned	**Examples** • sequencing a text (firstly), developing an argument (therefore) and signalling a conclusion (in conclusion)	**Examples** • using paragraphing, and providing examples, quotations and substantiation of claims
English ACELA1431 Mathematics ACMNA289 History ACHHK004	English ACELA1464 Mathematics ACMNA030 Science ACSIS042 History ACHHS053	English ACELA1491 Mathematics ACMNA082 Science ACSIS071 History ACHHS086	English ACELA1520 Mathematics ACMNA123 Science ACSIS110 History ACHHS124	English ACELA1809 Mathematics ACMNA189 Science ACSIS148 History ACHHS156	English ACELA1567 Mathematics ACMSP246 Science ACSIS208 History ACHHS192

Grammar knowledge

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Use knowledge of sentence structures					
use simple sentences to record ideas and events with emerging knowledge of word order	use simple and compound sentences to record observations, and make connections between ideas	use simple, compound and complex sentence structures to describe, explain, report and make connections between ideas and events	use simple, compound and complex sentence structures to record, explain, question, describe and elaborate ideas and events	control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link ideas, evidence and conclusions	control a range of simple, compound and complex sentence structures to convey complex ideas, build and support arguments, and change emphasis
Examples • using simple sentences to record and report events	**Examples** • linking clauses with a conjunction such as 'and', 'but' or 'so'	**Examples** • using before/after to explain a time relationship	**Examples** • using conjunctions to indicate time (while), manner (as), cause (because), concession (although, while)	**Examples** • using conjunctions such as 'if', 'while' to express logical relationships	**Examples** • reordering clauses or using passive or active voice
English ACELA1435 Mathematics ACMNA005 Science ACSIS012 History ACHHS017	English ACELA1467 Mathematics ACMNA030 Science ACSIS041 History ACHHS054	English ACELA1494 Mathematics ACMNA082 Science ACSIS071 History ACHHS086	English ACELA1522 Mathematics ACMNA123 Science ACSIS110 History ACHHS124	English ACELA1545 Mathematics ACMNA189 Science ACSIS148 History ACHHS156	English ACELA1569 Mathematics ACMSP246 Science ACSIS208 History ACHHS192
Use knowledge of words and word groups					
recognise that texts are made up of words and groups of words that make meaning	recognise and use nouns that represent people, places, things and ideas in the learning area and expand nouns to achieve	recognise and use adverbs and prepositional phrases that provide detailed descriptions in the learning	expand and sharpen ideas through careful choice of verbs and phrases and elaborated tenses	recognise and use aspects of language to suggest possibility, probability, obligation and conditionality	develop higher order concepts in academic texts through language features that compact and

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	greater precision	areas			generalise ideas
Examples • matching spoken words to written words when reading	**Examples** • using articles and adjectives, such as 'community', 'my local community'	**Examples** • reporting an action such as 'The block slid slowly down the slope'	**Examples** • expanding a verb group such as 'He waited.' 'He/ had been waiting/ for a long time'	**Examples** • using structures such as 'It might have been possible to…'	**Examples** • using nominalisation, technical and abstract vocabulary
English ACELA1434 Mathematics ACMNA005 Science ACSIS012 History ACHHS022	English ACELA1465 Mathematics ACMNA030 Science ACSHE034 History ACHHS051	English ACELA1495 Mathematics ACMSP092 Science ACSIS071 History ACHHS086	English ACELA1523 Mathematics ACMNA126 Science ACSIS108 History ACHHS124	English ACELA1546 Mathematics ACMNA189 Science ACSIS145 History ACHHS156	English ACELA1570 Mathematics ACMSP247 Science ACSIS208 History ACHHS192
			Express opinion and point of view		
use speaking, visual elements (including drawing) and beginning writing to express likes and dislikes	identify and use language that expresses feelings and opinions, and compares and evaluates people and things	differentiate between the language of opinion and feeling and the language of factual reporting or recording	use subjective, objective and evaluative language, and identify bias	use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer	use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments
Examples • using simple word	**Examples** • using adjectives to	**Examples** • identifying verbs used to	**Examples** • using language to	**Examples** • identifying evaluations	**Examples** • identifying evaluations

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
choices such as like, love, enjoy	compare two elements (faster, older) and more than two (fastest, oldest)	express opinion (think, believe) and report findings (found, observed)	express a point of view, persuade an audience and report an event	achieved through word choice	achieved through exaggeration, irony, understatement and parody
English ACELA1429 Science ACSIS012	English ACELA1462 History ACHHS052	English ACELA1489 Mathematics ACMNA082 Science ACSIS065 History ACHHS085	English ACELA1517 Science ACSIS108 History ACHHS123	English ACELA1542 Science ACSIS139 History ACHHS155	English ACELA1565 Mathematics ACMSP253 Science ACSIS205 History ACHHS192

Word knowledge

Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Understand learning area vocabulary					
use familiar vocabulary contexts related to everyday experiences, personal interests and topics taught at school and used in other contexts	use mostly familiar vocabulary, with a steady introduction of new vocabulary in learning area contexts	use growing subject-specific vocabulary to read, discuss and write about learning area topics	use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning	use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts	use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning
Examples • using familiar words in a class discussion	**Examples** • using new terms in a spoken report	**Examples** • using new topic vocabulary accurately in	**Examples** • using technical vocabulary to explain a	**Examples** • using exact terminology to create a detailed	**Examples** • using vocabulary to express, argue and

Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
		a written report	process	description	justify a point of view
English ACELA1437 Mathematics ACMNA001 Science ACSSU003 History ACHHS019	English ACELA1470 Mathematics ACMMG043 Science ACSSU032 History ACHHS051	English ACELA1498 Mathematics ACMNA078 Science ACSHE062 History ACHHS082	English ACELA1515 Mathematics ACMMG142 Science ACSHE220 History ACHHS123	English ACELA1547 Mathematics ACMMG200 Science ACSSU150 History ACHHS149	English ACELA1571 Mathematics ACMSP246 Science ACSSU186 History ACHHS191
Use spelling knowledge					
spell words using growing sound and letter knowledge and spell words with regular letter patterns	spell topic words, new words with regular letter patterns and some common irregular words, and recognise meaning relationships between words such as ''play', 'playing', 'playground'	spell topic words, more complex irregular words, regular words and word families containing known letters and letter clusters, and use strategies for attempting unknown words	spell topic words and use word origins, base words, prefixes and suffixes when spelling new words	spell specialist topic words and use knowledge of word origins, base words, prefixes and suffixes and unusual letter combinations to spell correctly	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
Example • showing attempts at sound–letter matching to spell new words	**Examples** • spelling known words accurately and consistently	**Examples** • writing new topic words with growing accuracy	**Examples** • demonstrating good spelling knowledge in attempts at unknown words	**Examples** • showing great consistency and accuracy in spelling	**Examples** • spelling accurately on almost all occasions
English ACELA1758 Mathematics ACMNA002 Science ACSIS012 History ACHHS021	English ACELA1471 Science ACSIS042 History ACHHS054	English ACELA1779 Science ACSIS071 History ACHHS086	English ACELA1526 Science ACSIS110 History ACHHS124	English ACELA1549 Science ACSIS148 History ACHHS156	English ACELA1573 Science ACSIS208 History ACHHS192

Visual knowledge

Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Understand how visual elements create meaning					
recognise the different meanings of words and images in imaginative and informative texts	describe how images add to, contradict or multiply the meanings of words in a text, and compare images with the accompanying print text	identify the effects of choices in the construction of images, including framing and composition	explain how analytical images such as figures, diagrams, tables, maps and graphs contribute to understanding of factual information in texts	analyse the effects of different visual elements upon the reader/viewer, and how visual texts such as advertisements and informative texts draw on and allude to other texts to enhance meaning	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
Examples • identifying an object in a text in word and illustration	**Examples** • identifying added information provided by an image	**Examples** • identifying the relationship between elements in an image	**Examples** • selecting a graph to present information	**Examples** • explaining the impact of an image	**Examples** • identifying the most effective image to include in a report
English ACELA1786 Mathematics ACMNA005 Science ACSIS233 History ACHHS022	English ACELT1587 Mathematics ACMSP050 Science ACSIS042 History ACHHS054	English ACELA1496 Mathematics ACMSP097 Science ACSIS071 History ACHHS087	English ACELA1524 Mathematics ACMSP147 Science ACSIS107 History ACHHS125	English ACELT1628 Mathematics ACMSP292 Science ACSIS144 History ACHHS157	English ACELA1572 Mathematics ACMSP250 Science ACSIS208 History ACHHS193

Numeracy

Introduction

In the Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

The *Melbourne Declaration of Educational Goals for Young Australians* (MCEETYA 2008) recognises that numeracy is an essential skill for students in becoming successful learners at school and in life beyond school, and in preparing them for their future roles as family, community and workforce members. More broadly, a numerate population is critical in ensuring the nation's ongoing prosperity, productivity and workforce participation.

Scope of the Numeracy

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. The Numeracy learning continuum identifies the related mathematical knowledge and skills, and contextualises these through learning area examples.

When teachers identify numeracy demands across the curriculum, students have opportunities to transfer their mathematical knowledge and skills to contexts outside the mathematics classroom. These opportunities assist students to recognise the interconnected nature of mathematical knowledge, other learning areas and the wider world, and encourage them to use their mathematical skills broadly.

For a description of the organising elements for Numeracy, go to Organising elements.

Numeracy across the curriculum

In the Australian Curriculum, much of the explicit teaching of numeracy skills occurs in Mathematics. Being numerate involves more than the application of routine procedures within the mathematics classroom. Students need to recognise that mathematics is constantly used outside the mathematics classroom and that numerate people apply general mathematical skills in a wide range of familiar and unfamiliar situations.

Using mathematical skills across the curriculum both enriches the study of other learning areas and contributes to the development of a broader and deeper understanding of numeracy. Therefore, a commitment to numeracy development is an essential component of learning areas across the curriculum and a responsibility for all teachers. This requires that teachers:

- identify the specific numeracy demands of their learning area
- provide learning experiences and opportunities that support the application of students' general mathematical knowledge and skills
- use the language of numeracy in their teaching as appropriate.

Teachers should be aware of the correct use of mathematical language in their own learning areas. Understanding mathematical terminology and the specific uses of language in mathematics is essential for numeracy.

The Numeracy capability is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where Numeracy has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to find where Numeracy has been identified in F–10 curriculum content. Teachers may find further opportunities to incorporate explicit teaching of Numeracy depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- Numeracy in English
  (www.australiancurriculum.edu.au/English/General-capabilities)

- Numeracy in Mathematics
  (www.australiancurriculum.edu.au/Mathematics/General-capabilities)

- Numeracy in Science
  (www.australiancurriculum.edu.au/Science/General-capabilities)

- Numeracy in History
  (www.australiancurriculum.edu.au/History/General-capabilities)

Background

This background summarises the evidence base from which the Numeracy capability's introduction, organising elements and learning continuum have been developed. It draws on recent international and national research, as well as initiatives and programs that focus on numeracy across the curriculum.

The identification of numeracy as a general capability or competence to be addressed across the curriculum is supported by the literature. In Australia, the National Numeracy Review Report (Commonwealth of Australia 2008) argued for an emphasis both on mathematics as a distinct area of study and numeracy as an across-the-curriculum competency. In order to develop the ability to communicate numeric information effectively, students should engage in learning that involves using mathematics in the context of other disciplines. This requires a cross-curricular commitment and is not just the responsibility of the Mathematics Department (Miller 2010).

The Numeracy capability and learning continuum have been informed by a range of findings identified in the literature over a considerable period of time. Steen (2001) pointed out the ever-increasing gap between the quantitative needs of citizens and their quantitative capacity, while Miller (2010) continues to argue that quantitative literacy is a proficiency that is essential for people to be able to participate fully in a democratic society. Most recently, concerns about low levels of financial literacy shown by young people in Australia prompted the development of a National Consumer and Financial Literacy Framework to support the development of financial literacy skills in young people (MCEECDYA 2011).

The approach to the Numeracy capability, reflected in an optimal approach taken in schools, is informed by aspects of numeracy that were highlighted in the literature, including that:

- mathematics that people use in context is better understood than mathematics taught in isolation (Carraher, Carraher and Schliemann 1985; Zevenbergen and Zevenbergen 2009)

- knowledge is not automatically transferable from mathematics to other contexts (Lave 1988); numeracy requires contextual and strategic knowledge as well as mathematical skills (AAMT 1998)

- in numeracy there may be more than one suitable answer or method (Cohen 2001)

- numeracy moments often arise in unexpected situations (Thornton and Hogan 2005).

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Organising elements

The Numeracy learning continuum is organised into six interrelated elements:

- Estimating and calculating with whole numbers
- Recognising and using patterns and relationships
- Using fractions, decimals, percentages, ratios and rates
- Using spatial reasoning
- Interpreting statistical information
- Using measurement

These elements are drawn from the strands of the Australian Curriculum: Mathematics as shown in the table below:

Numeracy Continuum	Australian Curriculum: Mathematics
Estimating and calculating with whole numbers	Number and Algebra Measurement and Geometry
Recognising and using patterns and relationships	Number and Algebra Statistics and Probability
Using fractions, decimals, percentages, ratios and rates	Number and Algebra Measurement and Geometry
Using spatial reasoning	Measurement and Geometry
Interpreting statistical information	Statistics and Probability
Using measurement	Measurement and Geometry

The diagram below sets out these elements.
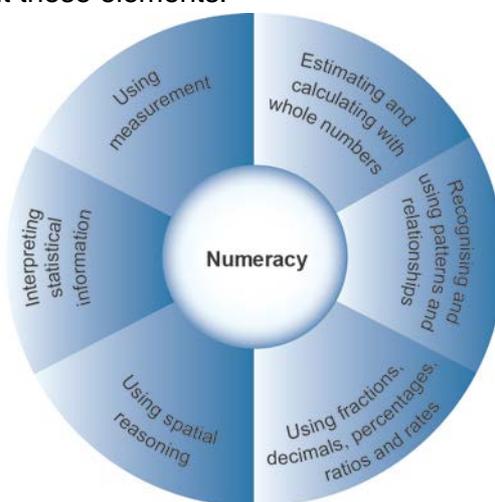
Organising elements for Numeracy

Estimating and calculating with whole numbers

This element involves students using numbers for different purposes. Students apply skills in estimating and calculating with whole numbers to solve and model everyday problems in a wide range of authentic contexts using efficient mental, written and digital strategies. They identify situations where money is used and apply their knowledge of the value of money to purchasing, budgeting and justifying the use of money. In developing and acting with numeracy, students:

- understand and use numbers in context
- estimate and calculate
- use money.

Recognising and using patterns and relationships

This element involves students identifying trends and describing and using a wide range of rules and relationships to continue and predict patterns. Students apply their understanding of patterns and relationships when solving problems in authentic contexts.

Using fractions, decimals, percentages, ratios and rates

This element involves students developing an understanding of the meaning of fractions and decimals, their representations as ratios, rates and percentages, and how they can be applied in real-life situations. Students visualise, order and describe shapes and objects using their proportions and the relationships of ratios, rates and percentages to solve problems in authentic contexts. In developing and acting with numeracy, students:

- interpret proportional reasoning
- apply proportional reasoning.

Using spatial reasoning

This element involves students in making sense of the space around them. Students visualise, identify and sort shapes and objects, describing their key features in the environment. They use symmetry, shapes and angles to solve problems in authentic contexts and interpret maps and diagrams, using scales, legends and directional language to identify and describe routes and locations. In developing and acting with numeracy, students:

- visualise 2D shapes and 3D objects
- interpret maps and diagrams.

Interpreting statistical information

This element involves students gaining familiarity with the way statistical information is represented through solving problems in authentic contexts that involve collecting, recording, displaying, comparing and evaluating the effectiveness of data displays of various types. Students use appropriate language and numerical representations when explaining the outcomes of chance events. In developing and acting with numeracy, students:

- interpret data displays
- interpret chance events.

Using measurement

This element involves students learning about measurement of length, area, volume, capacity, time and mass. Students estimate, measure, compare and calculate using metric units when solving problems in authentic contexts. They read clocks and convert between time systems, identify and sequence dates and events using a calendar and use timetables for a variety of purposes. In developing and acting with numeracy, students:

- estimate and measure with metric units
- operate with clocks, calendars and timetables.

Numeracy Learning Continuum

Estimating and calculating with whole numbers

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Understand and use numbers in context						
demonstrate concepts of counting using every day experiences	connect and order number names, numerals and groups of objects using numbers up to two digits	model, represent, order and use numbers up to four digits	model, represent, order and use numbers up to five digits	identify, describe and use numbers larger than one million	compare, order and use positive and negative numbers to solve everyday problems	use different ways to represent very large and very small numbers including scientific notation
Examples • showing anticipation that something will happen on the count of 1, 2, 3	**Examples** • sorting numbered objects into ascending order or identifying how many members there are in the school sport's team	**Examples** • estimating growth of living things and representing prediction by making a chart	**Examples** • estimating the quantity of supplies for the First Fleet	**Examples** • estimating and comparing population growth of the twentieth century in different countries or states of Australia	**Examples** • recording different boiling and freezing points in an experiment	**Examples** • comparing the Gross Domestic Product (GDP) of nations or representation of atoms in different materials
	Mathematics ACMNA001 Science ACSSU003 History ACHHS015	English ACELA1466 Mathematics ACMNA027 Science ACSIS038	Mathematics ACMNA073 Science ACSSU075 History ACHHS081	Mathematics ACMNA123 Science ACSSU078 History	Mathematics ACMNA280 Science ACSIS141 History	Mathematics ACMNA210 Science ACSSU184 History

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
		History ACHHS047		ACHHS116	ACDSEH071	ACDSEH147
Estimate and calculate						
recognise the effects of adding to and taking away from a collection of objects	solve everyday addition and share stories	estimate the solution to a problem and then calculate the answer	estimate a solution to a problem and then check the solution by recalling addition, subtraction, multiplication and division facts	solve problems and check calculations using efficient mental and written strategies	solve complex problems by estimating and calculating using efficient mental, written and digital strategies	solve and model problems involving complex data by estimating and calculating using a variety of efficient mental, written and digital strategies
Examples • recognising that a pile of books gets bigger when adding to it	**Examples** • modelling a number story on a favourite book or multimedia presentation	**Examples** • calculating the total for two purchases at the school canteen	**Examples** • calculating the difference between the number of convicts who left Britain on the First Fleet and the number who arrived in Australia	**Examples** • measuring and estimating the growth of plants	**Examples** • calculating the running costs of a range of household appliances with different energy ratings	**Examples** • using statistics to predict trends such as the use of social media in different age groups
	Mathematics ACMNA004	Mathematics ACMNA030	Mathematics ACMNA076	Mathematics ACMNA128	Mathematics ACMNA183	Mathematics ACMNA232

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Use money						
identify situations that involve the use of money	recognise the different value of coins and notes in the Australian monetary system	identify and use combinations of coins and notes for simple purchases	estimate the change from simple purchases	create simple financial plans, budgets and cost predictions	identify and justify 'best value for money' decisions	evaluate financial plans to support specific financial goals
Examples • using pictures of the local community to identify places where money can be used	**Examples** • naming the value of different coins and notes	**Examples** • selecting the right money to buy lunch from the school canteen	**Examples** • working out change from $5 when buying a drink	**Examples** • creating a simple budget for a birthday party for 10 friends	**Examples** • comparing different phone plans and presenting a reason for purchasing the chosen plan	**Examples** • developing a budget/ financial plan to save for a desired item taking into account the interest earned
	Mathematics ACMNA001	Mathematics ACMNA034	Mathematics ACMNA080	Mathematics ACMNA106	Mathematics ACMNA174	Mathematics ACMNA211

Recognising and using patterns and relationships

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6

1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Recognise and use patterns and relationships						
recognise simple patterns in everyday contexts	describe and continue patterns	identify, describe and create everyday patterns	identify and describe trends in everyday patterns	identify and describe pattern rules and relationships that help to identify trends	identify trends using number rules and relationships	explain how the practical application of patterns can be used to identify trends
Examples • recognising patterns in games, music, artwork	**Examples** • continuing simple patterns using different colours or repeating a pattern in music	**Examples** • creating a pattern based on the petal structure of a flower	**Examples** • creating a pattern that could be used to produce a mosaic	**Examples** • survey dates in a local cemetery to find clues about patterns of settlement	**Examples** • using fuel consumptions vs. distance data to determine patterns of a vehicle's fuel consumption	**Examples** • using mobile phone bills to identify usage trends
	English ACELT1579 Mathematics ACMNA005 Science ACSSU004 History ACHHK001	English ACELT1592 Mathematics ACMNA035 Science ACSSU019 History ACHHS047	Mathematics ACMNA081 Science ACSHE061 History ACHHS081	Mathematics ACMNA133 Science ACSIS107 History ACHHS117	Science ACSIS145 History ACHHS148	Mathematics ACMNA208 Science ACSIS169 History ACDSEH145

Using fractions, decimals, percentages, ratios and rates

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Interpret proportional reasoning						
recognise a 'whole' and 'parts of a whole' within everyday contexts	recognise that a whole object can be divided into equal parts	visualise and describe halves and quarters	visualise, describe and order tenths, hundredths, 1-place and 2-place decimals	visualise, describe and order equivalent fractions, decimals and simple percentages	visualise and describe the proportions of percentages, ratios and rates	illustrate and order relationships for fractions, decimals, percentages, ratios and rates
Examples • separating objects or dividing materials into non-equal parts	**Examples** • fold or cut a shape into equal parts	**Examples** • cutting an item of food in half and then half again	**Examples** • putting the amounts of money raised by different classes in a school fundraiser into order	**Examples** • explaining how to make a drink using 20% fruit, 30% lemonade and 50% fruit juice	**Examples** • explaining the sizes of different cultural groups as proportions of the population of the local community	**Examples** • calculating and plotting the savings made on a variable interest rate mortgage for the past 5 years
		Mathematics ACMNA033	Mathematics ACMNA079	Mathematics ACMNA131	Mathematics ACMNA173	Mathematics ACMNA208
Apply proportional reasoning						
Level 1b is the starting point for this sub-element	identify quantities such as more, less and the same in everyday comparisons	solve problems using halves and quarters	solve problems using equivalent fractions for tenths, hundredths, 1-place and 2-place decimals	solve problems using equivalent fractions, decimals and simple percentages	solve problems using simple percentages, ratios and rates	solve problems involving fractions, decimals, percentages, ratios and rates

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
	Examples • pouring a liquid equally into two containers or identifying that one storage container is larger than another	**Examples** • using kitchen measuring equipment to show 2 half cup measures can be used instead of a 1 cup measure	**Examples** • finding the time difference between the fastest and slowest times for a class Beep test	**Examples** • using migration statistics to show which 50-year period in Australia's history had the largest percentage of growth	**Examples** • comparing and contrasting trends in migration from Asian countries to Australia since World War II	**Examples** • using proportional reasoning to assess the impact of changes in society and significant events, for example population loss from the 1919 influenza epidemic
	Mathematics ACMNA003	Mathematics ACMNA016	Mathematics ACMNA077	Mathematics ACMNA103	Mathematics ACMNA187	Mathematics ACMNA208

Using spatial reasoning

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
		Visualise 2D shapes and 3D objects				
sort or match objects	sort and name simple	identify, sort and	visualise, sort, identify	visualise, sort,	visualise, describe	visualise, describe

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
according to their features	2D shapes and 3D objects	describe common 2D shapes and 3D objects	and describe symmetry, shapes and angles in the environment	describe and compare the features of objects such as prisms and pyramids in the environment	and apply their understanding of the features and properties of 2D shapes and 3D objects	and analyse the way shapes and objects are combined and positioned in the environment for different purposes
Examples • sorting objects by features of shape, size, colour and function	**Examples** • grouping 2D shapes and 3D objects by their features, colour and materials	**Examples** • creating a structure using a variety of shapes	**Examples** • recording the angles of the shots hit by a batsman in a cricket match	**Examples** • explaining why some angles are used more frequently in built environments than others	**Examples** • identifying and explaining key features of architecture in Qing China	**Examples** • explaining how the design of buildings in the local community reflect their use
creating a structure using a variety of shapes	Mathematics ACMNA005 Science ACSSU003	Mathematics ACMMG022 Science ACSIS038	English ACELA1483 Mathematics ACMMG066 Science ACSSU048	Mathematics ACMMG111 Science ACSSU078	Mathematics ACMMG161	Mathematics ACMMG216
Interpret maps and diagrams						
demonstrate awareness of position of self and objects in relation to everyday contexts	follow directions to demonstrate understanding of common position words and	give and follow directions on maps and diagrams of familiar locations	interpret information, locate positions and describe routes on maps and diagrams using simple scales, legends and	identify and describe routes and locations, using grid reference systems and directional language such as north or north	create and interpret 2D and 3D maps, models and diagrams	create and interpret maps, models and diagrams using a range of mapping tools

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
	movements		directional language	east		
Examples • following actions to a song or dance	**Examples** • using a diagram or picture as a guide to building a model	**Examples** • using the language of position and movement to direct a friend to a new location	**Examples** • creating and labelling a diagram showing the location of historical features in the local community	**Examples** • using a street map to describe how to locate a friend's house	**Examples** • creating a map showing the expansion of the Mongol Empire across Europe and Asia	**Examples** • using digital mapping tools to show the movement of people in the transatlantic slave trade or convict transportation to Australia
	Mathematics ACMMG010	Mathematics ACMMG044 Science ACSSU033 History ACHHK045	Mathematics ACMMG090 History ACHHK078	English ACELA1524 Mathematics ACMMG113 Science ACSSU096 History ACHHK094	History ACDSEH078	Science ACSSU190 History ACDSEH018

Interpreting statistical information

	Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
	1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Interpret data displays							
	display information using real objects or photographs and respond to questions about the information displayed	recognise how to ask and answer simple data questions and interpret data in drawings or picture graphs	collect and describe data on a relevant issue based on one variable and display as lists, tables or picture graphs	collect record and display data as tables, diagrams, picture graphs and column graphs	collect, compare, describe and interpret data as 2-way tables, double column graphs and sector graphs, including from digital media	compare, interpret and assess the effectiveness of different data displays of the same information	evaluate media statistics and trends by linking claims to data displays, statistics and representative data
	Examples • displaying the most popular activity in the class using photographs	**Examples** • asking class members which football team they support and recording this information using the team logos	**Examples** • construct column graphs and picture graphs to represent the amount of water wasted by a dripping tap over a week	**Examples** • presenting evidence about the foods eaten by animals in a column graph	**Examples** • comparing and discussing line graphs about pulse rates when at rest and after activity	**Examples** • using secondary data to investigate changes in the mean and median rainfalls and water consumption in different locations • choosing the most effective data display to compare mean and median rainfalls and water consumption in different locations and justifying	**Examples** • using bar graphs to compare food rations from World War II with their own food consumption

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
					choice of display	
	Mathematics [ACMSP011](#) Science [ACSIS014](#) History [ACHHK001](#)	Mathematics [ACMSP048](#) Science [ACSIS040](#) History [ACHHS036](#)	Mathematics [ACMSP096](#) Science [ACSIS068](#) History [ACHHS087](#)	Mathematics [ACMSP147](#) Science [ACSIS107](#) History [ACHHS125](#)	Mathematics [ACMSP170](#) Science [ACSIS146](#) History [ACHHS153](#)	Mathematics [ACMSP253](#) Science [ACSIS206](#) History [ACHHS189](#)

Interpret chance events

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
Level 1b is the starting point for this sub-element	recognise that some events might or might not happen	identify and describe familiar events that involve chance	describe possible outcomes from chance experiments using informal chance language and recognising variations in results	describe chance events and compare observed outcomes with predictions using numerical representations such as a 75% chance of rain or 50/50 chance of snow	describe and explain why the actual results of chance events are not always the same as expected results	explain the likelihood of multiple events occurring together by giving examples of situations when they might happen
	Example • recognising that it might or might not rain tomorrow	**Examples** • discussing and using the language of chance to describe the likelihood of events such as 'will',	**Examples** • understanding and using terms denoting the likelihood of events, including colloquial terms	**Examples** • comparing and discussing the difference between predicted data and evidence when explaining	**Examples** • predicting and comparing the outcomes of plant-cloning techniques in agriculture	**Examples** • rolling two die and determining the probability of both displaying the same numbered face

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
		'won't' and 'might'	such as 'no way', 'for sure'	the outcomes of an investigation		
		Mathematics ACMSP024 Science ACSIS212	Mathematics ACMSP067 Science ACSIS216	Mathematics ACMSP146 Science ACSHE098	Mathematics ACMSP205 Science ACSIS141	Mathematics ACMSP225

Using measurement

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Estimate and measure with metric units						
use informal language and/or actions to describe characteristics of length, temperature, mass, volume, capacity and area in familiar environments	measure by comparing objects and indicate if these measurements are the same or different	estimate, measure and order using direct and indirect comparisons and informal units to collect and record information about shapes and objects	estimate, measure and compare the length, temperature, volume, capacity and mass of everyday objects using metric units and scaled instruments	choose and use appropriate metric units for length, area, volume, capacity and mass to solve everyday problems	convert between common metric units for volume and capacity and use perimeter, area and volume formulas to solve authentic problems	solve complex problems involving surface area and volume of prisms and cylinders and composite solids
Examples • using hand gestures to describe the length of an object	**Examples** • comparing the length of two objects and indicating which one is longer	**Examples** • using informal measures to record observations, compare masses of objects using a balance scale, measure the heights of plants in hand spans	**Examples** • using a thermometer to measure heating and cooling and recording results to the nearest half unit	**Examples** • using measurements from maps, plans and other sources to describe historical buildings and the layout of settlements	**Examples** • estimating and working out the area of a vegetable garden in square metres and calculating how much sugarcane mulch to buy to cover it	**Examples** • working out how much space is taken up by kitchen cupboards in a kitchen design and the area of remaining walls that will need to be painted

	Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
	1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
		Mathematics ACMMG006	Mathematics ACMMG037 Science ACSIS039	Mathematics ACMMG084 Science ACSIS066	Mathematics ACMMG137 Science ACSIS104	Mathematics ACMMG195 Science ACSIS141	Mathematics ACMMG242 Science ACSIS200
Operate with clocks, calendars and timetables							
sequence familiar actions and events in a variety of ways	sequence familiar actions and events using the everyday language of time	read digital and analogue clocks to the half and quarter hour, sequence events by months and seasons and identify a date on a calendar	read digital and analogue clocks to the minute, convert between hours and minutes, use 'am' and 'pm', and use calendars to locate and compare time events	convert between 12- and 24-hour systems to solve time problems, interpret and use timetables from print and digital sources	use 12- and 24-hour systems within a single time zone to solve time problems, and place personal and family events on an extended time scale	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	
Examples • associating familiar activities with times of the day or days of the week using pictorial, written or	**Examples** • retelling a familiar story or sorting pictures from a familiar event into time order	**Examples** • developing a list for celebrating class birthdays	**Examples** • calculating how many hours are spent at school in the month of July	**Examples** • working out how long it would take to get from home to the airport by bus or train	**Examples** • recording the correct time when creating a new event in a social media website	**Examples** • calculating the correct time differences before phoning an overseas friend	

	Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
	1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
technology formats							
		English ACELT1580 Mathematics ACMMG007 Science ACSSU004 History ACHHS015	English ACELY1671 Mathematics ACMMG041 Science ACSSU019 History ACHHK029	Mathematics ACMMG086 Science ACSSU048 History ACHHS081	Mathematics ACMMG139 Science ACSSU096 History ACHHS117	Mathematics ACMNA199 Science ACSSU115 History ACHHS148	Mathematics ACMMG219 Science ACSSU185 History ACHHS182

Information and communication technology (ICT) capability

Introduction

In the Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

The *Melbourne Declaration on the Educational Goals for Young Australians* (MCEETYA 2008) recognises that in a digital age, and with rapid and continuing changes in the ways that people share, use, develop and communicate with ICT, young people need to be highly skilled in its use. To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities.

Information and communication technologies are fast and automated, interactive and multimodal, and they support the rapid communication and representation of knowledge to many audiences and its adaptation in different contexts. They transform the ways that students think and learn and give them greater control over how, where and when they learn.

Scope of ICT capability

The nature and scope of ICT capability is not fixed, but is responsive to ongoing technological developments. This is evident in the emergence of advanced internet technology over the past few years and the resulting changes in the ways that students construct knowledge and interact with others.

Students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem solving, decision making, communication, creative expression, and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others.

Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.

For a description of the organising elements for ICT capability, go to Organising elements.

ICT capability across the curriculum

ICT capability supports and enhances student learning across all areas of the curriculum. Students develop and apply ICT knowledge, skills and appropriate social and ethical

protocols and practices to investigate, create and communicate, as well as developing their ability to manage and operate ICT to meet their learning needs.

Learning areas provide the content and contexts within which students develop and apply the knowledge, skills, behaviours and dispositions that comprise ICT capability.

ICT capability and the Technologies learning area

Information and communication technology is represented in two ways in the Australian Curriculum: through the ICT capability that applies across all learning areas and within the Technologies curriculum through Digital technologies. The ICT capability will be reviewed (and revised if necessary) to ensure that there is consistency with the Technologies curriculum following its development.

The ICT capability is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where ICT capability has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to find where ICT capability has been identified in F–10 curriculum content. Teachers may find further opportunities to incorporate explicit teaching of ICT capability depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- Information and communication technology in English (http://www.australiancurriculum.edu.au/English/General-capabilities)

- Information and communication technology in Mathematics (www.australiancurriculum.edu.au/Mathematics/General-capabilities)

- Information and communication technology in Science (www.australiancurriculum.edu.au/Science/General-capabilities)

- Information and communication technology in History (www.australiancurriculum.edu.au/History/General-capabilities)

Background

This background summarises the evidence base from which the ICT capability's introduction, organising elements and learning continuum have been developed. It draws on recent international and national research, as well as initiatives and programs that focus on ICT across the curriculum.

ICT capability is based on sets of relevant knowledge, skills, behaviours and dispositions. Internationally, such capability is typically represented developmentally across interrelated domains or elements to show increasingly sophisticated experiences with the technology. For example, the ICT curriculum for England presents 'lines of progression' in strands and sub-strands. The National Education Technology Standards (NETS) for students provided by the International Society for Technology in Education (ISTE) represent capability with six sets of standards. In Australia, the Statements of Learning for ICT were presented as five broadly defined conceptual organisers, representing key aspects of ICT that apply across

the curriculum. The Australian Council for Educational Research (ACER) has also identified a progression in research associated with the National Assessment Program – ICT Literacy.

Early researchers into ICT in education, such as Papert (1980) and Turkle (1984), considered that students constructed reality from experience and prior knowledge. The student interacts with the environment and, to cope with this environment, develops a conceptual framework to explain the interaction.

More recent theorists, such as Dede (2009), echo these earlier propositions even as technologies evolve, giving rise to the set of constructs upon which the ICT capability is based. In particular, the overarching element Applying social and ethical protocols and practices when using ICT addresses the personal, social and cultural contexts introduced by theorists such as Papert and Turkle.

ICT capability is based on the assumption that technologies are digital tools that enable the student to solve problems and carry out tasks. That is, the ICT system needs to suit the student and the task, while the student needs to develop an understanding of what the machine can do and an appreciation of the limitations under which it operates. In this way, students come to perceive ICT systems as useful tools rather than feeling that they themselves are the tools of the machine (Maas 1983). The latter often occurs when users have little information about how ICT systems operate and simply follow set, standard procedures, determined for them by the system.

Therefore, the ICT capability needs to take account of the types of tasks that provide authentic contexts for learning. The range of tasks is categorised into three sets: Investigating with ICT, Communicating with ICT and Creating with ICT. Students also need the knowledge and skills to use ICT based on an understanding of the 'nature of the machine'. This is encompassed in the Managing and operating ICT element of the continuum.

References

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Organising elements

The ICT capability learning continuum is organised into five interrelated elements:

- Applying social and ethical protocols and practices when using ICT
- Investigating with ICT
- Creating with ICT
- Communicating with ICT
- Managing and operating ICT

The diagram below sets out these elements.
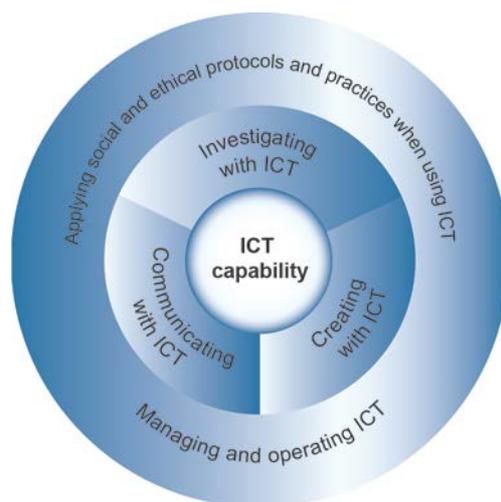
Organising elements for ICT capability

Applying social and ethical protocols and practices when using ICT

This element involves students in developing an understanding of intellectual property for digital information, and applying appropriate practices to recognise the intellectual property of themselves and others. Students use appropriate practices for the physical and logical storage and security of digital information, and apply appropriate protocols when using ICT to safely create, communicate or share information. They gain an understanding of the benefits and consequences of the use of ICT by individuals, groups and communities and the impact of the use of ICT on the fabric of society. In developing and acting with information and communication technology capability, students:

- recognise intellectual property

- apply digital information security practices

- apply personal security protocols

- identify the impacts of ICT in society.

Investigating with ICT

This element involves students in using ICT to define and plan information searches of a range of primary and secondary sources when investigating questions, topics or problems. Students use ICT to locate, access, generate, organise and/or analyse data and information

and apply criteria to verify the integrity and value of the digital data, information and sources. In developing and acting with information and communication technology capability, students:

- define and plan information searches
- locate, generate and access data and information
- select and evaluate data and information.

Creating with ICT

This element involves students in using ICT to generate ideas, plans and processes that clarify a task or steps in order to respond to questions, realise creative intentions and create solutions to challenges and tasks. Students use ICT to generate and manage digital solutions to challenges arising from learning activities or responding to a need or creative intention. In developing and acting with information and communication technology capability, students:

- generate ideas, plans and processes
- generate solutions to challenges and learning area tasks.

Communicating with ICT

This element involves students in using ICT to communicate and share ideas and information to collaboratively construct knowledge and digital solutions. Students develop an understanding of the context when communicating using ICT, including a sense of the audience, the form of communication, the techniques used and the characteristics of the users and the technologies. In developing and acting with information and communication technology capability, students:

- collaborate, share and exchange
- understand computer mediated communications.

Managing and operating ICT

This element involves students applying technical knowledge and skills to select, use and troubleshoot appropriate digital technologies when investigating, creating and communicating. Students develop an understanding of hardware and software components, and operations of appropriate ICT systems, including their functions, processes, procedures and devices. They apply technical knowledge and skills to efficiently and securely manage and maintain digital data. In developing and acting with information and communication technology capability, students:

- select and use hardware and software
- understand ICT systems
- manage digital data.

Information and Communication Technology Capability Learning Continuum

Applying social and ethical protocols and practices when using ICT

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Recognise intellectual property					
recognise ownership over their own digital work	recognise ownership of digital products that others produce and that what they create or provide can be used or misused by others	acknowledge when they use digital products created by someone else, and start to indicate the source	identify the legal obligations regarding the ownership and use of digital products and apply some referencing conventions	apply practices that comply with legal obligations regarding the ownership and use of digital products resources	identify and describe ethical dilemmas and consciously apply practices that protect intellectual property
Examples • recognising that they own text, photos and videos they produce	**Examples** • understanding that they should not copy someone else's work without getting permission	**Examples** • explaining where an image was sourced	**Examples** • listing all sources, authors names and URLs of information they use	**Examples** • naming sources, avoiding plagiarism, knowing what may or may not be copied, checking for permissions and legal obligations before publishing of work	**Examples** • understanding that pirating denies musicians payment for their work, understanding Creative Commons licensing
Apply digital information security practices					
follow class rules about using digital information	follow class rules about applying selected standard guidelines and techniques	independently apply standard guidelines and techniques for particular	independently apply strategies for determining and protecting the security	independently apply strategies for determining the appropriate type of	use a range of strategies for securing and protecting information, assess the

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	to secure digital information	digital systems to secure digital information	of digital information and assess the risks associated with online environments	digital information suited to the location of storage and adequate security for online environments	risks associated with online environments and establish appropriate security strategies and codes of conduct
Examples • participating in a class discussion about why personal information should not be used online	**Examples** • recognising that when logging onto the network they are only able to access their own folders or accounts • only logging on to class computer with their own username and password	**Examples** • saving to their own folder or device, logging on to server and email using a personal password	**Examples** • checking whether a friend can access the information, checking whether someone else can find the web link to their online posts, using non-predictable user names and passwords	**Examples** • not storing private information on public online sites, setting user access and privacy parameters	**Examples** • using complex security settings for online sites; varying password structures; separating information with folders or sites and understanding how to modify default parameters within social networking sites
<td colspan="6" align="center">**Apply personal security protocols**</td>
follow class rules when sharing personal information with known audiences and demonstrate an awareness of applying social protocols when using ICT to communicate	follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences	apply standard guidelines and take action to avoid the common dangers to personal security when using ICT and apply appropriate basic social protocols when using ICT to communicate with unknown audiences	identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural	identify and value the rights to identity, privacy and emotional safety for themselves and others when using ICT and apply generally accepted social protocols when using ICT to collaborate with local and global communities	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

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
			contexts		with local and global communities
Examples • making a digital recording about their family that does not offend or upset the viewer	**Examples** • messaging only to people they know, only allowing certain people to access their online space; keeping passwords secret; addressing recipients appropriately in emails, videos or posts	**Examples** • sharing personal photographs only in appropriate environments; using polite but impersonal language in posted messages; recognising forms of cyber bullying	**Examples** • understanding the dangers of providing personal information; recognising and reporting cyber bullying; only posting a photo with the owner's permission; not revealing details of identity; avoiding language offensive to particular groups of people; actively avoiding incidences of cyber bullying	**Examples** • forwarding personal communications from friends only with permission; being aware of time zones and differences in meaning of terms and concepts due to location and culture; using the bcc email field; recognising when others are being cyber bullied	**Examples** • analysing possible consequences of posting personal information on social networking sites; taking responsibility for the effect of their communications on other people; using appropriate salutations; adjusting length and formality of message to suit form of communication; independently employing anti-cyber bullying strategies
Identify the impacts of ICT in society					
identify how they use ICT in multiple ways on multiple devices	identify how ICT is used at home and at school	identify the value and role of ICT use at home and school	explain the main uses of ICT at school, home and in the local community, and recognise its potential positive and negative impacts on their lives	explain the benefits and risks of the use of ICT for particular people in work and home environments	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

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples • taking a photo or playing a digital game with a phone, using a simulation or reading an online book on a tablet	**Examples** • identifying how ICT is used in personal communicating, shopping, banking, finding information, keeping class information, online lunch ordering	**Examples** • valuing ICT as a quick method to find information; playing games with friends; taking virtual tours; observing events in real time	**Examples** • ordering food from restaurants using a mobile devices, or scanning QR codes to access information	**Examples** • explaining that Voice Over Internet Protocol (VoIP) allows people to stay in touch, some people's jobs are replaced by computers, worker productivity may increase when computers are used	**Examples** • recognising the potential of enhanced inclusivity for people with disability through ICT, the digital divide, new types of work, globalisation
			Mathematics ACMSP148	English ACELA1528 Mathematics ACMSP284	English ACELA1551 Science ACSHE158

Investigating with ICT

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Define and plan information searches					
use ICT to identify where information is located	use ICT to identify, record and classify textual and graphic information to show what is known and	use ICT to plan an information search or generation of information, recognising some pattern	use a range of ICT to identify and represent patterns in sets of information and to pose	use a range of ICT to analyse information in terms of implicit patterns and structures as a basis	select and use a range of ICT independently and collaboratively, analyse information to frame

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	what needs to be investigated	within the information,	questions to guide searching for, or generating, further information	to plan an information search or generation	questions and plan search strategies or data generation
Examples • using icon based programs to locate information	**Examples** • using colour coding and drawing software to show steps in a sequence	**Examples** • listing what information is required and suggesting where it may be located, creating methods of recording data from experiments	**Examples** • using tables, charts and graphic organisers such as concept maps	**Examples** • using graphic organisers to plan a search with links to sources	**Examples** • using wikis or other shared documents; searching databases
	Mathematics ACMMG045 Science ACSIS039 History ACHHK044	Mathematics ACMSP069 Science ACSIS054 History ACHHS068	English ACELY1712 MathematicsACMSP119 Science ACSIS086 History ACHHS120	Mathematics ACMNA174 Science ACSIS125 History ACHHS208	Science ACSIS165 History ACHHS168
Locate, generate and access data and information					
use icons to locate or generate required information	locate information from a given set of digital sources	locate, retrieve or generate information from a range of digital sources	locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways	locate, retrieve or generate information using search facilities and organise information in meaningful ways	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

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
					understandings
Example • making choices from icon-based menus	**Examples** • locating information following hyperlinks; printing pages; copying and pasting text and images; experimenting in a simulation environment to test decisions	**Examples** • locating information by typing in simple URLs; saving text and images; collecting data from a simulation environment	**Examples** • searching and locating files within school directory; searching across web or within site; organising in folders, tables or databases, using simulations to generate and organise information on real world problems	**Examples** • searching within document – find/search/buttons/tabs; using search strings; accessing primary data through online or local equipment; using simulation tools to test hypotheses to problems	**Examples** • using logical statements such as true/false; searching within fields or for data type; using data logger equipment, digital microscope; using digital models to test and adjust hypotheses to problems
English ACELY1649	English ACELY1660 Mathematics ACMMG045 Science ACSIS026 History ACHHK044	English ACELA1793 Mathematics ACMSP088 Science ACSIS066 History ACHHS078	EnglishACELY17123 Mathematics ACMSP145 Science ACSIS104 History ACHHS101	English ACELY1733 Mathematics ACMSP284 Science ACSIS129 History ACHHS208	Mathematics ACMSP227 Science ACSIS199 History ACHHS186
Select and evaluate data and information					
explain how located data or information was used	explain the usefulness of located data or information	explain why located data or information was selected	assess the suitability of data or information using a range of appropriate given	assess the suitability of data or information using appropriate own criteria	develop and use criteria systematically to evaluate the quality, suitability and credibility of located data

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
			criteria		or information and sources
Example • explaining how digital information was used in an activity	**Examples** • explaining how digital information answers a question	**Examples** • explaining why a source of digital information was used or trusted in preference to another	**Examples** • selecting the most useful/reliable/relevant digital resource from a set of three or four alternatives	**Examples** • applying criteria developed for an enquiry or project; considering the adequacy of source of information	**Examples** • comparing objective data from multiple digital sources to evaluate the likely credibility of the information provided
		English ACELA1793 Mathematics ACMNA057 History ACHHS068	English ACELY1704 Mathematics ACMNA128 Science ACSIS087 History ACHHS116	English ACELY1734 Science ACSIS125 History ACDSEH030	Mathematics ACMSP239 Science ACSIS165 History ACHHS187

Creating with ICT

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Generate ideas, plans and processes					
use ICT to follow or contribute to a simple plan for a solution	use ICT to prepare simple plans to find solutions or answers to questions	use ICT to generate ideas and plan solutions	use ICT effectively to record ideas, represent thinking and plan solutions	use appropriate ICT to collaboratively generate ideas and develop plans	select and use ICT to articulate ideas and concepts, and plan the development of complex solutions
Examples • using online and multimedia short sequence of instructions; contributing to a class digital product plan	**Examples** • drawing simple mind maps using conceptual mapping software; using drawing software to show steps in a sequence	**Examples** • using tables, photos and sketches in planning documents	**Examples** • using timeline software to plan processes; using concept mapping and brainstorming software to generate key ideas; using graphic and audio visual software to record ideas	**Examples** • sharing documents including text, graphics and numbers	**Examples** • using software to create hyperlinks, tables and charts; using design and project planning software
	English ACELY1674	English ACELY1682 Science ACSIS054 History ACHHK078	English ACELY1704 Mathematics ACMNA123 Science ACSIS086	English ACELY1720 Mathematics ACMNA189 Science ACSIS144	English ACELY1751

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Generate solutions to challenges and learning area tasks					
use ICT as a creative tool to generate simple solutions, modifications or data representations for personal or school purposes	experiment with ICT as a creative tool to generate simple solutions, modifications or data representations for particular audiences or purposes	create and modify simple digital solutions, creative outputs or data representation/transformation for particular purposes	independently or collaboratively create and modify digital solutions, creative outputs or data representation/transformation for particular audiences and purposes	design and modify simple digital solutions, or multimodal creative outputs or data transformations for particular audiences and purposes following recognised conventions	Design, modify and manage complex digital solutions, or multimodal creative outputs or data transformations for a range of audiences and purposes
Examples • using appropriate software to enter text, images, audio and numbers; editing a class-created digital product; representing a data set in a digital product	**Examples** • using the basic functionality of selected software to manipulate text, images, audio and numbers; representing data numerically or graphically; editing own work and that of others	**Examples** • editing text, images, audio, and video for presentations and story-telling; transforming data between numerical and graphical digital representation; applying editing strategies	**Examples** • manipulating and combining images, text, video and sound for presentations; creating podcasts; applying purposeful editing and refining processes	**Examples** • creating movies, animations, websites and music; programming games; using spread sheets; managing and editing original source materials	**Examples** • modelling solutions in spread sheets, creating movies, animations, websites and music; programming games; using databases; creating web pages for visually impaired users; using advanced functions to manage and edit digital products for desired effects

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
English ACELY1651 History ACHHS022	English ACELY1664 Mathematics ACMMG042 History ACHHS054	English ACELY1685 Mathematics ACMMG091 History ACHHS071	English ACELT1618 Mathematics ACMSP119 Science ACSIS090 History ACHHS106	English ACELY1728 Mathematics ACMNA187 Science ACSIS129 History ACHHS214	English ACELT1773 Mathematics ACMNA229 Science ACSIS203 History ACHHS193

Communicating with ICT

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Collaborate, share and exchange					
use purposefully selected ICT tools safely to view information shared by trusted adults	use purposefully selected ICT tools safely to share and exchange information with appropriate local audiences	use appropriate ICT tools safely to share and exchange information with appropriate known audiences	select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others	select and use appropriate ICT tools safely to lead groups in sharing and exchanging information, and taking part in online projects or active collaborations with appropriate global audiences	select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples • viewing information placed on a secure site by the teacher	**Examples** • using class online discussion board or blog to read and post electronic messages; composing a message and sending it with support	**Examples** • using emails and online discussion boards to read and post electronic messages	**Examples** • contributing to the content of a wiki; blogging and posting to bulletin boards	**Examples** • setting up a wiki or blog for an associated user group	**Examples** • using online applications and management tools for collaborative projects such as online portals, wikis; using common social networking tools for strategic purposes
English ACELY1580 History ACHHS022	English ACELY1664 History ACHHS038	English ACELT1794 History ACHHS087	EnglishACELY1711 Science ACSIS107 History ACHHS125	English ACELA1528 Science ACSIS133 History ACHHS157	Science ACSIS174 History ACHHS175
Understand computer mediated communications					
understand that messages are recorded, viewed or sent in computer mediated communications for others to receive	understand that computer mediated communications may be received later by the receiver	understand that computer mediated communications are directed to an audience for a purpose	understand that particular forms of computer mediated communications and tools are suited to synchronous or asynchronous and one-to-one or group communications	understand that there are various methods of collaboration through computer mediated communications that vary in form and control	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

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples • understanding that a response to a question on an online environment will be received by the teacher	**Examples** • understanding that a communication on a blog may be viewed later by other students	**Examples** • understanding that a text message may be sent to one or more persons	**Examples** • understanding differences in the characteristics, features and use of Skype compared with blogs or wikis	**Examples** • understanding the characteristics, features and use of electronic learning environments for collaborating	**Examples** • understanding the advantages and disadvantages of using websites and online environments for managing collaboration
English ACELY1784	English ACELY1671	English ACELY16942	English ACELT1618 Science ACSIS110 History ACHHS106	English ACELY1808 Science ACSIS148	Science ACSIS208

Managing and operating ICT

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Select and use hardware and software					
identify and safely operate ICT systems to complete relevant simple specified tasks and seek help when	identify and safely operate a selected range of appropriate devices, software, functions and commands when	identify and independently operate a range of devices, software, functions and commands, taking into consideration	select from, and safely operate, a range of devices to undertake specific tasks and use basic troubleshooting	independently select and operate a range of devices by adjusting relevant software functions to suit specific tasks, and	justify the selection of, and optimise the operation of, a selected range of devices and software functions to complete

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
encountering a problem	operating an ICT system and attempt to solve a problem before seeking help	ergonomics when operating appropriate ICT systems, and seek solutions when encountering a problem	procedures to solve routine malfunctions	independently use common troubleshooting procedures to solve routine malfunctions	specific tasks, for different purposes and in different social contexts
Examples • selecting and using a camera to take a photograph or using a printer to print a picture, using a tablet, notebook or desktop computer to read a book or draw a picture; knowing when something has not worked as expected and seeking help	**Examples** • using page layout software for posters, using a mouse, USB flash drive, printer, digital camera, or robot supervised by the teacher; taking initial steps in coping with the unexpected and then seeking help	**Examples** • using a camera, a microphone and slideshow software to create a presentation, adjusting the placement and orientation of the mouse, keyboard and screen to ensure ease and comfort when using; attempting to resolve a technical problem	**Examples** • selecting specific graphics software or graphic tools in word processors, using printer queues, file servers, scanners, probes, digital cameras	**Examples** • selecting a spread sheet to model a budget or a fast processor to edit movies, adjusting digital camera settings, creating shortcuts	**Examples** • selecting an appropriate option for creating a website such as an online tool or an HTML editor, altering toolbars, sorting and layout functions; using duplex printing; setting proxies; using filters to divert junk mail; optimising the functions and features of online tools for a particular purpose
English ACELY1654	English ACELY1674	English ACELY1697 Mathematics ACMNA076 Science ACSIS066	English ACELY1717 Science ACSIS105	English ACELY1738 Science ACSIS141	English ACELY1748 Science ACSIS200

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Understand ICT systems					
identify common consumer ICT systems with input and output functions	identify the main components of common consumer ICT systems, their fundamental functions, and describe them using basic ICT terminology	identify and compare the use of the main components of different ICT systems	identify, compare and classify basic ICT system components	identify and compare networked ICT system components including between hardware, software and data	apply an understanding of networked ICT system components to make changes to functions, processes, procedures and devices to fit the purpose of the solutions
Examples • identifying and/or listing different ICT systems such as desktop, notebook, tablet and mobile systems	**Examples** • identifying basic hardware and peripherals, such as mouse, keyboard, monitor, printer, and some software programs, such as word processing, drawing and paint software	**Examples** • comparing the use of a touch screen and apps on a mobile with mouse and applications on a desktop computer	**Examples** • understanding the uses of standard input, processing, output and storage components such as, input – keyboard, microphone; process – central processing unit; output –monitor, speakers, projector; storage – cloud, USB, hard drive; understanding the use and role of system and application software	**Examples** • identifying and comparing the concepts of local area networks, server-client networks, cloud systems, saving files in differing formats so that they are compatible across different software platforms	**Examples** • applying their understanding to decide whether to use cloud, local server or local storage; deciding whether to use a webcam or digital video camera
			English ACELY1711		

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Manage digital data					
save and retrieve digital data with support	manage and maintain digital data with guidance	manage and maintain digital data using common methods	manage and maintain data on different storage mediums – locally and on networks	manage and maintain data for groups of users using a variety of methods and systems	manage and maintain data securely in a variety of storage mediums and formats
Examples • using the Save and Open functions on an application	**Examples** • saving and retrieving data; providing unique names for files; applying basic functions such as opening and dragging- and dropping files	**Examples** • managing and maintaining lists, favourites, bookmarks, folders and files	**Examples** • saving/exporting data in files of different formats; routinely backing up and protecting data; moving data from one location to another	**Examples** • setting up and maintaining shared folders	**Examples** • designing and using logical and sustainable file/folder naming conventions; maintaining version control of documents; limiting access to data by location or password
	Science ACSIS039	Mathematics ACMSP069 Science ACSIS055	Science ACSIS104	Science ACSIS141	Science ACSIS199

Critical and creative thinking

Introduction

In the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) recognises that critical and creative thinking are fundamental to students becoming successful learners. Thinking that is productive, purposeful and intentional is at the centre of effective learning. By applying a sequence of thinking skills, students develop an increasingly sophisticated understanding of the processes they can employ whenever they encounter problems, unfamiliar information and new ideas. In addition, the progressive development of knowledge about thinking and the practice of using thinking strategies can increase students' motivation for, and management of, their own learning. They become more confident and autonomous problem-solvers and thinkers.

Responding to the challenges of the twenty-first century – with its complex environmental, social and economic pressures – requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully.

Scope of Critical and creative thinking

This capability combines two types of thinking – critical thinking and creative thinking. Though the two are not interchangeable, they are strongly linked, bringing complementary dimensions to thinking and learning.

Critical thinking is at the core of most intellectual activity that involves students in learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Examples of thinking skills are interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising.

Creative thinking involves students in learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome. This includes combining parts to form something original, sifting and refining ideas to discover possibilities, constructing theories and objects, and acting on intuition. The products of creative endeavour can involve complex representations and images, investigations and performances, digital and computer-generated output, or occur as virtual reality.

Concept formation is the mental activity that helps us compare, contrast and classify ideas, objects, and events. Concept learning can be concrete or abstract and is closely allied with metacognition. What has been learned can be applied to future examples. It underpins the elements outlined below.

Dispositions such as inquisitiveness, reasonableness, intellectual flexibility, open- and fair-mindedness, a readiness to try new ways of doing things and consider alternatives, and persistence both promote and are enhanced by critical and creative thinking.

Critical and creative thinking can be encouraged simultaneously through activities that integrate reason, logic, imagination and innovation; for example, focusing on a topic in a logical, analytical way for some time, sorting out conflicting claims, weighing evidence, thinking through possible solutions, and then, following reflection and perhaps a burst of creative energy, coming up with innovative and considered responses. Critical and creative thinking are communicative processes that develop both flexibility and precision. Communication is integral to each of the thinking processes. By sharing thinking, visualisation and innovation, and by giving and receiving effective feedback, students learn to value the diversity of learning and communication styles.

For a description of the organising elements for Critical and creative thinking, go to Organising elements.

Critical and creative thinking across the curriculum

The imparting of knowledge (content) and the development of thinking skills are accepted today as primary purposes of education. The explicit teaching and embedding of Critical and creative thinking throughout the learning areas encourages students to engage in higher order thinking. By using logic and imagination, and by reflecting on how they best tackle issues, tasks and challenges, students are increasingly able to select from a range of thinking strategies and employ them selectively and spontaneously in an increasing range of learning contexts.

Activities that foster critical and creative thinking should include both independent and collaborative tasks, and entail some sort of transition or tension between ways of thinking. They should be challenging and engaging, and contain approaches that are within the ability range of the learners, but also challenge them to think logically, reason, be open-minded, seek alternatives, tolerate ambiguity, inquire into possibilities, be innovative risk-takers and use their imagination.

Critical and creative thinking is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where Critical and creative thinking has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to identify F–10 curriculum content where Critical and creative thinking has been identified. Teachers may find further opportunities to incorporate explicit teaching of Critical and creative thinking depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- Critical and creative thinking in English (http://www.australiancurriculum.edu.au/English/General-capabilities)

- Critical and creative thinking in Mathematics (www.australiancurriculum.edu.au/Mathematics/General-capabilities)

- Critical and creative thinking in Science
  (www.australiancurriculum.edu.au/Science/General-capabilities)

- Critical and creative thinking in History
  (www.australiancurriculum.edu.au/History/General-capabilities)

Background

This background summarises the evidence base from which the Critical and creative thinking capability's introduction, organising elements and learning continuum have been developed. It draws on foundational and recent international and national research, as well as initiatives and programs that focus on critical and creative thinking across the curriculum.

Critical and creative thinking are variously characterised by theorists as dispositions (Tishman, Perkins and Jay; Ritchhart, Church and Morrison), taxonomies of skills (Bloom; Anderson, Krathwohl et al.), habits and frames of mind (Costa and Kallick; Gardner; de Bono), thinking strategies (Marzano, Pickering and Pollock), and philosophical inquiry (Lipman, Sharp and Oscanyan). Each of these approaches has informed the development of the Critical and creative thinking capability.

The capability is concerned with the encouragement of skills and learning dispositions or tendencies towards particular patterns of intellectual behaviour. These include being broad, flexible and adventurous thinkers, making plans and being strategic, demonstrating metacognition, and displaying intellectual perseverance and integrity. Students learn to skilfully and mindfully use thinking dispositions or 'habits of mind' such as risk taking and managing impulsivity (Costa and Kallick 2000) when confronted with problems to which solutions are not immediately apparent.

Both Gardner (1994) and Robinson (2009) emphasise that we need to understand and capitalise on the natural aptitudes, talents and passions of students – they may be highly visual, or think best when they are moving, or listening, or reading. Critical and creative thinking are fostered through opportunities to use dispositions such as broad and adventurous thinking, reflecting on possibilities, and metacognition (Perkins 1995), and can result from intellectual flexibility, open-mindedness, adaptability and a readiness to experiment with and clarify new questions and phenomena (Gardner 2009). Recent discoveries in neuroscience have furthered theories about thinking, the brain, perception and the link between cognition and emotions. Theorists believe that learning is enhanced when rich environments contain multiple stimuli, stressing the importance of engaging the mind's natural curiosity through complex and meaningful challenges.

Educational taxonomies map sequences of skills and processes considered to be foundational and essential for learning. The most well-known of these, developed by Bloom et al. (1956), divided educational objectives into domains where learning at the higher levels was dependent on having attained prerequisite knowledge and skills at lower levels. In 1967, Bruner and colleagues described the process of concept learning as an active process in which learners construct new concepts or ideas based on their knowledge.

The philosophical inquiry model, first applied to school education by Lipman, Sharp and Oscanyan (1980), has two major elements: critical and creative thinking, and forming a classroom environment called a 'community of inquiry', to support the development of

thinking and discussion skills. This model places emphasis on possibilities and meanings, wondering, reasoning, rigour, logic, and using criteria for measuring the quality of thinking.

Lave and Wenger (1991) described 'learning communities' that value their collective competence and learn from each other. Through their notion of 'authentic' learning, the importance of engagement and linking student interests and preferred learning modes with classroom learning has emerged. Marzano, Pickering and Pollock (2001) identified the strategies most likely to improve student achievement across all content areas and grade levels. These include using non-linguistic representations and learning organisers, and generating and testing hypotheses.

In 2001, Anderson and Krathwohl changed Bloom's cognitive process of 'synthesis' to 'creativity' and made it the highest level of intellectual functioning. They believed the ability to create required the production of an original idea or a product from a unique synthesis of discrete elements.

Twenty-first century learning theories emphasise the importance of supporting authentic and ubiquitous (anywhere, anyhow) learning, and providing students with opportunities, resources and spaces to develop their creative and critical thinking skills (Newton and Fisher 2009; McGuinness 1999, 2010). Gardner's (2009) five 'minds' for the future – the disciplined, synthesising, creating, respectful and ethical minds – offers a helpful starting place. Learners need to develop the skills to analyse and respond to authentic situations through inquiry, imagination and innovation.

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Organising elements

The Critical and creative thinking learning continuum is organised into four interrelated elements, each detailing differing aspects of thinking. The elements are not a taxonomy of thinking. Rather, each makes its own contribution to learning and needs to be explicitly and simultaneously developed.

- Inquiring – identifying, exploring and organising information and ideas
- Generating ideas, possibilities and actions
- Reflecting on thinking and processes
- Analysing, synthesising and evaluating reasoning and procedures

The diagram below sets out these elements.
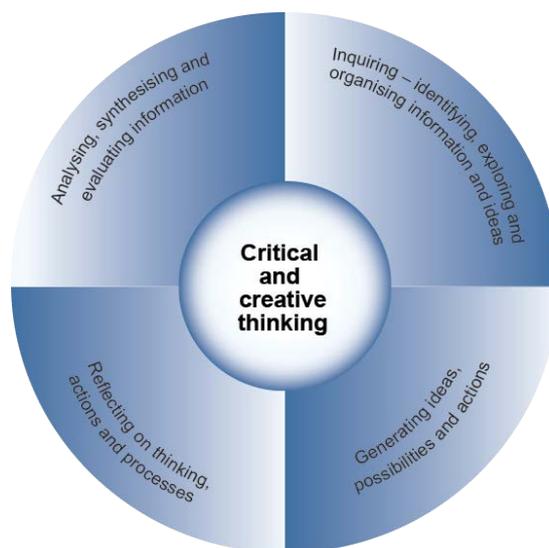
Organising elements for Critical and creative thinking

Inquiring – identifying, exploring and clarifying information and ideas

This element involves students in posing questions and identifying and clarifying information and ideas, followed by organising and processing information. When inquiring – identifying, exploring and clarifying information and ideas, students use questioning to investigate and analyse ideas and issues, make sense of and assess information and ideas, and collect, compare and evaluate information from a range of sources. In summary, inquiring primarily consists of:

- pose questions
- identify and clarify information and ideas
- organise and process information.

Generating ideas, possibilities and actions

This element involves students in imagining possibilities and connecting ideas through considering alternatives and seeking solutions and putting ideas into action. Students create new, and expand on known, ideas. They explore situations and generate alternatives to guide actions and experiment with and assess options and actions when seeking solutions. In summary, generating primarily consists of:

- imagine possibilities and connect ideas
- consider alternatives
- seek solutions and put ideas into action.

Reflecting on thinking and processes

This element involves students thinking about thinking (metacognition), reflecting on actions and processes, and transferring knowledge into new contexts to create alternatives or open up possibilities. Students reflect on, adjust and explain their thinking and identify the thinking behind choices, strategies and actions taken. They apply knowledge gained in one context to clarify another. In summary, reflecting primarily consists of:

- think about thinking (metacognition)
- reflect on processes
- transfer knowledge into new contexts.

Analysing, synthesising and evaluating reasoning and procedures

This element involves students in applying logic and reasoning, drawing conclusions and designing a course of action and evaluating procedures and outcomes. Students consider and assess the logic and reasoning behind choices, they differentiate components of decisions made and actions taken and assess ideas, methods and outcomes against criteria. In summary, analysing primarily consists of:

- apply logic and reasoning
- draw conclusions and design a course of action
- evaluate procedures and outcomes.

Critical and Creative Thinking Learning Continuum

Inquiring – identifying, exploring and organising information and ideas

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Pose questions					
pose factual and exploratory questions based on personal interests and experiences	pose questions to identify and clarify issues, and compare information in their world	pose questions to expand their knowledge about the world	pose questions to clarify and interpret information and probe for causes and consequences	pose questions to probe assumptions and investigate complex issues	pose questions to critically analyse complex issues and abstract ideas
Examples • asking why events make people happy or sad	**Examples** • asking how and why certain actions and events occurred	**Examples** • asking who, when, how and why about a range of situations and events	**Examples** • inquiring into cause and effect of significant events in their lives	**Examples** • questioning causes and effects of local and world events	**Examples** • questioning to uncover assumptions and inferences and provoke debate about global events
English ACELT1783 Science ACSIS014 History ACHHS017	English ACELA1589 Mathematics ACMSP048 Science ACSHE034 History ACHHS049	English ACELA1488 Mathematics ACMSP068 Science ACSIS064 History ACHHS083	English ACELA1517 Mathematics ACMSP118 Science ACSIS231 History ACHHS119	English ACELT1628 Science ACSIS139 History ACHHS150	English ACELT1812 Mathematics ACMSP228 Science ACSIS198 History ACHHS184

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Identify and clarify information and ideas					
identify and describe familiar information and ideas during a discussion or investigation	identify and explore information and ideas from source materials	identify main ideas and select and clarify information from a range of sources	identify and clarify relevant information and prioritise ideas	clarify information and ideas from texts or images when exploring challenging issues	clarify complex information and ideas drawn from a range of sources
Examples • identifying what led to a decision being made	**Examples** • exploring patterns and similarities	**Examples** • establishing a sequence during investigation of artefact, image or text	**Examples** • giving reasons for a preferred pathway when problem solving	**Examples** • identifying the strengths and weaknesses of different approaches	**Examples** • scrutinising contrasting positions offered about events or findings
English ACELA1786 Mathematics ACMMG007 Science ACSIS233 History ACHHS019	English ACELA1460 Mathematics ACMNA026 Science ACSIS038 History ACHHK051	English ACELT1602 Mathematics ACMMG084 Science ACIS216 History ACHHSK084	English ACELT1602 Mathematics ACMMG142 Science ACSHE081 History ACHHS121	English ACELA1548 Mathematics ACMSP206 Science ACSIS144 History ACCHS154	English ACELY1749 Mathematics ACMSP246 Science ACSIS203 History ACHHS186
Organise and process information					
gather similar information or depictions from given sources	organise information based on similar or relevant ideas from several sources	collect, compare and categorise facts and opinions found in a widening range of sources	analyse, condense and combine relevant information from multiple sources	critically analyse information and evidence according to criteria such as validity and relevance	critically analyse independently sourced information to determine bias and reliability
Examples	**Examples**	**Examples**	**Examples**	**Examples**	**Examples**

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
• collecting a variety of representations of particular action(s)	• finding examples of kindness or change in several sources	• processing relevant depictions of an event	• establishing opinion versus fact in literature and film	• scrutinising the accuracy of depicted events	• critiquing data from known and unknown sources
English ACELA1430 Science ACSSU005 History ACHHS019	English ACELA1469 Mathematics ACMMG037 Science ACISIS040 History ACHHK050	English ACELA1489 Mathematics ACMSP096 Science ACSIS054 History ACHHS084	English ACELY1708 Mathematics ACMMG141 Science ACSIS090 History ACHHS122	English ACELT1626 Mathematics ACMSP205 Science ACSIS141 History ACCHS151	English ACELT1639 Mathematics ACMSP253 Science ACSIS199 History ACCHS189

Generating ideas, possibilities and actions

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Imagine possibilities and connect ideas					
use imagination to view or create things in new ways and connect two things that seem different	build on what they know to create ideas and possibilities in ways that are new to them	expand on known ideas to create new and imaginative combinations	combine ideas in a variety of ways and from a range of sources to create new possibilities	draw parallels between known and new ideas to create new ways of achieving goals	create and connect complex ideas using imagery, analogies and symbolism
Examples • changing the shape or colour of familiar objects	**Examples** • using a flow chart when plotting actions	**Examples** • exchanging or combining ideas using mind maps	**Examples** • by matching ideas from science and history	**Examples** • using patterns and trends in Mathematics to arrive at possible solutions in other learning areas	**Examples** • developing hypotheses based on known and invented models and theories
Mathematics ACMMG008	English ACELT1591 Mathematics ACMSP047 Science ACSIS037 History ACHHS052	English ACELT1607 Mathematics ACMMG088 Science ACSIS053	English ACELT1618 Mathematics ACMSP147 Science ACSIS107	Mathematics ACMMG197 Science ACSHE134 History ACHHS148	English ACELY1756 Mathematics ACMNA239 History ACHHS192
Consider alternatives					
suggest alternative and creative ways to approach a given situation or task	identify and compare creative ideas to think broadly about a given	explore situations using creative thinking strategies to propose a range of	identify situations where current approaches do not work, challenge existing ideas and generate	generate alternatives and innovative solutions, and adapt ideas, including when information is limited	speculate on creative options to modify ideas when circumstances

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	situation or problem	alternatives	alternative solutions	or conflicting	change
Examples • considering alternative uses for a familiar product	**Examples** • considering ways of conserving water in their environment	**Examples** • asking 'What if..?' when conducting an investigation	**Examples** • examining the environmental impact of transporting goods	**Examples** • negotiating a solution to a community dispute	**Examples** • submitting designed and developed ideas or products for further investigation
English ACELY1651 Mathematics ACMMG006 History ACHHS020	English ACELLY1665 Mathematics ACMSP050 Science ACSIS042 History ACHHS052	English ACELY1694 Mathematics ACMSP095 Science ACSIS065 History ACHHK080	English ACELT1800 Science ACSIS104 History ACHHS123	English ACELY1736 Mathematics ACMMG199 Science ACSHE135 History ACHHS155	History ACHHS193
Seek solutions and put ideas into action					
predict what might happen in a given situation and when putting ideas into action	investigate options and predict possible outcomes when putting ideas into action	experiment with a range of options when seeking solutions and putting ideas into action	assess and test options to identify the most effective solution and to put ideas into action	predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action	assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action
Examples • suggesting different endings to a story	**Examples** • exploring identified problems and ways of	**Examples** • using a graphic organiser to suggest	**Examples** • using role plays to test and refine approaches when initial ideas do	**Examples** • using information from a range of sources to predict results from an	**Examples** • expressing difficult concepts digitally, kinaesthetically or

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	overcoming them	alternative solutions	not work	inquiry or investigation	spatially
English ACELY1650	English ACELY1789 Mathematics ACMSP024 Science ACSIS041 History ACHHK045	English ACELA1496 Mathematics ACMNA082 Science ACSIS069	English ACELT1800 Mathematics ACMNA122 Science ACSIS104	English ACELA1548 Mathematics ACMSP204 Science ACSIS140 History ACHHS155	English ACELY1756 Mathematics ACMSP225 Science ACSIS205 History ACHHS190

Reflecting on thinking and processes

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Think about thinking (metacognition)					
describe what they are thinking and give reasons why	describe the thinking strategies used in given situations and tasks	reflect on, explain and check the processes used to come to conclusions	reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary	assess assumptions in their thinking and invite alternative opinions	give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions
Examples • drawing on a past experience to explain their thinking	**Examples** • describing how they approach tasks when they are not sure what to do	**Examples** • explaining ways they check their thinking and deal with setbacks	**Examples** • identifying where methods of investigation and inquiry could be improved	**Examples** • reflecting on the accuracy of their own and others' thinking	**Examples** • reflecting on justifications for approaching problems in certain ways
English ACELT1783	English ACELT1590 Mathematics ACMNA017 Science ACSIS214	English ACELY1687 Mathematics ACMSP094 Science ACSIS216 History ACHHS085	English ACELY1715 Mathematics ACMNA099 Science ACSIS108 History ACHHS119	English ACELY1731 Science ACSIS145 History ACCHS155	English ACELT1640 Mathematics ACMSP247 Science ACSHE194 History ACHHS188
Reflect on processes					
identify the main elements of the steps in a thinking	outline the details and sequence in a whole task and separate it into	identify pertinent information in an investigation and separate	identify and justify the thinking behind choices	evaluate and justify the reasons behind choosing a particular problem-solving	balance rational and irrational components of a complex or ambiguous

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
process	workable parts	into smaller parts or ideas	they have made	strategy	problem to evaluate evidence
Examples • identifying steps involved in daily routines	**Examples** • using logic to sort information in graphic organisers or musical segments	**Examples** • examining the significant aspects of an historical event	**Examples** • explaining why particular musical notations or mathematical sequences were selected	**Examples** • choosing images that best represent an idea or product	**Examples** • exploring reasons for selecting or rejecting patterns or groupings to represent an idea
English ACELY1648	English ACELT1592 Mathematics ACMMG044 Science ACSSU030	English ACELT1592 Mathematics ACMNA079 Science ACSSU073 History ACHHK080	English ACELY1709 Mathematics ACMNA128 Science ACSIS110 History ACHHK115	English ACELY1810 Mathematics ACMSP168 Science ACSIS131 History ACHHS154	English ACELA1572 Mathematics ACMSP253 Science ACSIS206 History ACHHS184
Transfer knowledge into new contexts					
connect information from one setting to another	use information from a previous experience to inform a new idea	transfer and apply information in one setting to enrich another	apply knowledge gained from one context to another unrelated context and identify new meaning	justify reasons for decisions when transferring information to similar and different contexts	identify, plan and justify transference of knowledge to new contexts
Examples • giving reasons for rules at home and school	**Examples** • applying reasons for actions previously given	**Examples** • using visual or numerical representations to	**Examples** • using statistics to interpret information from census data about	**Examples** • explaining choices, such as the use of a soundtrack to	**Examples** • demonstrating ways ideas gained in an historical or literary

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	to similar new situations	clarify information	migration	accompany a performance	context could be applied in a different scenario
English ACELY1648	English ACELY1666 Mathematics ACMNA028 Science ACSSU031 History ACHHK046	English ACELY1691 Mathematics ACMMG090 Science ACSHE050	English ACELT1616 Mathematics ACMNA133 Science ACSHE220	English ACELY1735 Mathematics ACMMG202 Science ACSIS234 History ACCHS153	English ACELA1565 Mathematics ACMNA238 Science ACSHE158

Analysing, synthesising and evaluating reasoning and procedures

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Apply logic and reasoning					
identify the thinking used to solve problems in given situations	identify reasoning used in choices or actions in specific situations	identify and apply appropriate reasoning and thinking strategies for particular outcomes	assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome	identify gaps in reasoning and missing elements in information	analyse reasoning used in finding and applying solutions, and in choice of resources
Examples • asking how dilemmas in narratives were solved	**Examples** • asking what course of action was most logical and why	**Examples** • using logical or predictive reasoning when problem solving	**Examples** • comparing and contrasting interpretations of information or image	**Examples** • finding wrong rationales or assumptions made and/or illogical conclusions drawn when seeking outcomes	**Examples** • testing propositions to identify reliability of data and faulty reasoning when designing new products
English ACELA1786 Mathematics ACMNA289 History ACHHS021	English ACELA1462 Science ACSHE035 History ACHHS051	English ACELY1690 Mathematics ACMNA076 Science ACSIS057	English ACELT1614 Science ACSIS221	English ACELY1730 Science ACSIS234 History ACHHS152	English ACELY1754 Mathematics ACMMG244 Science ACSIS165 History ACHHS187
Draw conclusions and design a course of action					
share their thinking about possible courses of action	identify alternative courses of action or possible conclusions when	draw on prior knowledge and use evidence when choosing a course of action	scrutinise ideas or concepts, test conclusions and modify actions when	differentiate the components of a designed course of action and	use logical and abstract thinking to analyse and synthesise complex

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	presented with new information	or drawing a conclusion	designing a course of action	tolerate ambiguities when drawing conclusions	information to inform a course of action
Examples • discussing various ways people could have acted	**Examples** • describing how an outcome might change if a character acted differently	**Examples** • assessing the worth of elements of a planned approach or solution	**Examples** • charting progress of an argument or investigation and proposing alternatives	**Examples** • assessing the success of a formula for a product or management of an event	**Examples** • using primary or secondary evidence to support or refute a conclusion
English ACELY1646 Mathematics ACMNA005	English ACELA1469 Mathematics ACMNA015 Science ACSIS025 History ACHHK046	English ACELT1604 Mathematics ACMNA073 Science ACSHE062	English ACELY1801 Mathematics ACMNA103 Science ACSIS218 History ACHHS119	English ACELY1732 Mathematics ACMSP171 History ACHHS155	English ACELY1750 Mathematics ACMMG223 Science ACSIS172 History ACHHS189
Evaluate procedures and outcomes					
check whether they are satisfied with the outcome of tasks or actions	evaluate whether they have accomplished what they set out to achieve	explain and justify ideas and outcomes	evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria	explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified	evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified
Examples • asking whether their work sounds and looks	**Examples** • asking whether they listened to a peer's	**Examples** • evaluating whether specified materials or	**Examples** • assessing their own and peer responses to	**Examples** • evaluating whether a chosen investigation	**Examples** • strengthening a conclusion, identifying

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
right and makes sense	answer well or used a suitable procedure	calculations were appropriate for set goals or evidence presented	an issue, performance or artefact	method withstands scrutiny	alternative solutions to an investigation
	English ACELY1669

Science ACISIS212 | English ACELY1695

Mathematics ACMSP097

Science ACSIS058

History ACHHS216 | English ACELA1518

Mathematics ACMMG115

History ACHHS216 | English ACELA1543

Science ACSIS124

History ACHHS151 | English ACELY1752

Mathematics ACMSP283

Science ACSIS171

History ACHHS188 |

Personal and social capability

Introduction

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

The *Melbourne Declaration on the Educational Goals for Young Australians* (MCEETYA 2008) recognises that personal and social capability assists students to become successful learners, helping to improve their academic learning and enhancing their motivation to reach their full potential. Personal and social capability supports students in becoming creative and confident individuals with 'a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing', with a sense of hope and 'optimism about their lives and the future'. On a social level, it helps students to 'form and maintain healthy relationships' and prepares them 'for their potential life roles as family, community and workforce members' (MCEETYA, p. 9).

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

Scope of Personal and social capability

Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work. Although it is named 'Personal and social capability', the words 'personal/emotional' and 'social/relational' are used interchangeably throughout the literature and within educational organisations. The term 'Social and Emotional Learning' is also often used, as is the SEL acronym.

When students develop their skills in any one of these elements, it leads to greater overall personal and social capability, and also enhances their skills in the other elements. In particular, the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships.

For a description of the organising elements for Personal and social capability, go to Organising elements.

Personal and social capability across the curriculum

Personal and social capability skills are addressed in all learning areas and at every stage of a student's schooling. This enables teachers to plan for the teaching of targeted skills specific to an individual's learning needs to provide access to and engagement with the learning areas.

However, some of the skills and practices implicit in the development of the capability may be most explicitly addressed in specific learning areas, such as Health and Physical Education. Teachers can also use the Personal and social capability learning continuum to plan for the teaching of targeted skills specific to an individual's learning needs. For more detailed advice on using the Personal and social capability to personalise learning go to [Student Diversity](#)

The Personal and social capability is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where Personal and social capability has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to find where Personal and social capability has been identified in F–10 curriculum content. Teachers may find further opportunities to incorporate explicit teaching of Personal and social capability depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- Personal and social capability in English
  (www.australiancurriculum.edu.au/English/General-capabilities)

- Personal and social capability in Mathematics
  (www.australiancurriculum.edu.au/Mathematics/General-capabilities)

- Personal and social capability in Science
  (www.australiancurriculum.edu.au/Science/General-capabilities)

- Personal and social capability in History
  (www.australiancurriculum.edu.au/History/General-capabilities)

Background

This background summarises the evidence base from which the Personal and social capability's introduction, organising elements and learning continuum have been developed. It draws on recent international and national research, as well as initiatives and programs that focus on personal and social capability across the curriculum.

The domain of personal and social learning is not new, despite changes to nomenclature, definitions and understandings over the past century. In 1920, Thorndike identified 'social intelligence' as an important facet of intelligence. Since then, many researchers and educators, including Moss and Hunt (1927), Vernon (1933), Wechsler (1940), Gardner (1983), Salovey and Mayer (1990), Seligman (1998) and Goleman (1995, 1998, 2006), have explored this concept, each contributing to current understandings of this domain. Importantly, recent contributors have emphasised the ability to develop and improve personal and social capability both as adults and as children. Development of personal and social learning can provide a way for students with disability to access age-equivalent content and promote student learning, self-confidence and independence (Wehmeyer et al 2007, 2012; Malow 2012).

Two contributors have been particularly significant to recent developments in personal and social learning as a competence or capability in school education. Gardner's (1983) Frames of Mind: the theory of multiple intelligences broadened notions of intelligence, introducing and popularising the concepts of intrapersonal and interpersonal intelligence, which represented two

of his eight intelligences. More recently, Goleman further popularised the concepts of emotional intelligence (1995) and social intelligence (2006) in educational discourse.

In 1994, Goleman and others founded the Collaborative for Academic, Social, and Emotional Learning (CASEL) at the University of Illinois Chicago (UIC). Since then, CASEL has been the world's leading organisation in advancing understandings, research, networks, curriculum, school practice and public policy in the area of personal and social learning.

CASEL's evidence-based approach and definitions of Social and Emotional Learning (SEL) are the best known and most highly respected in the world today, and provide an excellent framework for integrating the academic, emotional and social dimensions of learning.

Most educational programs around the world that integrate social and emotional learning are based on CASEL's SEL framework. This framework is also drawn upon and referenced by various personal, interpersonal and social curriculum in Australian states and territories, and by programs such as MindMatters, KidsMatter and Response Ability.

While some differences emerge within the literature about how personal and emotional learning should be named, constructed and taught, and different organisations also include some additional categories, it is widely accepted that a Personal and social capability will always include a minimum foundation of the four interrelated and non-sequential organising elements – Self-awareness, Self-management, Social awareness and Social management – used in the Personal and social capability learning continuum.

The capability has also been richly informed by understandings gained through the *National Framework for Values Education in Australian Schools* (DEEWR 2005), and the resultant Values education initiatives in all areas of Australian schooling. In addition, the *Melbourne Declaration on Goals for Young Australians* (MCEETYA, p. 5) states that 'a school's legacy to young people should include national values of democracy, equity and justice, and personal values and attributes such as honesty, resilience and respect for others'. While Values education is certainly found in the Personal and social capability, it is also located within other general capabilities, such as Ethical understanding.

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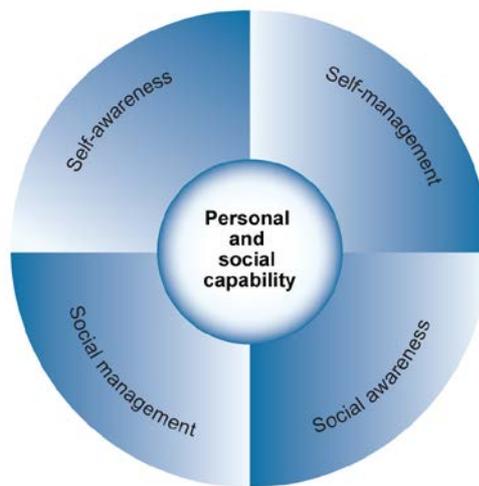http://new.wales.gov.uk/psesub/home/resources/documents/pselearners/?lang=en (accessed 5 February 2013)

Organising elements

The Personal and social capability learning continuum is organised into four interrelated elements of:

- Self-awareness

- Self-management

- Social awareness

- Social management

The diagram below sets out these elements.

Organising elements for Personal and social capability

Self-awareness

This element involves students in identifying and describing the factors that influence their emotional responses. They develop a realistic sense of their personal abilities, qualities and strengths through knowing what they are feeling in the moment, and having a realistic assessment of their own abilities and a well-grounded sense of self-knowledge and self-confidence. Self-awareness involves students reflecting on and evaluating their learning, identifying personal characteristics that contribute to or limit their effectiveness, learning from successes or failures, and being able to interpret their own emotional states, needs and perspectives. In developing and acting with personal and social capability, students:

- recognise emotions

- recognise personal qualities and achievements

- understand themselves as learners

- develop reflective practice.

Self-management

This element involves students in effectively regulating, managing and monitoring their own emotional responses, and persisting in completing tasks and overcoming obstacles. Students are engaged in developing organisational skills, and identifying the resources needed to achieve goals. This is achieved through developing the skills to work independently and to show initiative, learning to be conscientious, delaying gratification and persevering in the face of setbacks and frustrations. It also involves the metacognitive skill of learning when and how to use particular strategies. In developing and acting with personal and social capability, students:

- express emotions appropriately

- develop self-discipline and set goals

- work independently and show initiative

- become confident, resilient and adaptable.

Social awareness

This element involves students recognising others' feelings and knowing how and when to assist others. Students learn to show respect for and understand others' perspectives, emotional states and needs. They learn to participate in positive, safe and respectful relationships, defining and accepting individual and group roles and responsibilities. Students gain an understanding of the role of advocacy in contemporary society and build their capacity to critique societal constructs and forms of discrimination, such as racism and sexism. In developing and acting with personal and social capability, students:

- appreciate diverse perspectives

- contribute to civil society

- understand relationships.

Social management

This element involves students in interacting effectively and respectfully with a range of adults and peers. Students learn to negotiate and communicate effectively with others; work in teams, positively contribute to groups and collaboratively make decisions; resolve conflict and reach positive outcomes. Students develop the ability to initiate and manage successful personal relationships, and participate in a range of social and communal activities. Social management involves building skills associated with leadership, such as mentoring and role modelling. In developing and acting with personal and social capability, students:

- communicate effectively

- work collaboratively

- make decisions

- negotiate and resolve conflict

- develop leadership skills.

Personal and Social Capability Learning Continuum

Self-awareness

	Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
	1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Recognise emotions							
	recognise and identify their own emotions	identify a range of emotions and describe situations that may evoke these emotions	compare their emotional responses with those of their peers	describe the influence that people, situations and events have on their emotions	explain how the appropriateness of emotional responses influences behaviour	examine influences on and consequences of their emotional responses in learning, social and work-related contexts	reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts
	Examples • recognising when they are feeling 'happy', 'sad', 'afraid' or 'angry' and naming the emotion or selecting a photograph of a face that matches their current emotional state	**Examples** • describing responses such as being excited at a birthday party or feeling disappointed when not selected for an award	**Examples** • considering how others respond to difficult situations in historical contexts or when listening to fictional stories	**Examples** • discussing their emotional responses to events, such as celebrations, sporting events or news stories	**Examples** • explaining the likely consequences of inappropriate emotional responses in a range of social situations	**Examples** • investigating emotional responses to unfair play or unfair treatment at work	**Examples** • gathering feedback from peers and adults about the appropriateness of their emotional responses in a range of situations

		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	English ACELA1429	English ACELA1462	English ACELA1488	English ACELT1617 History ACHHK115	English ACELT1626 Science ACSIS140	English ACELT1643 Science ACSIS208 History ACDSEH121
Recognise personal qualities and achievements						
express a personal preference	identify their likes and dislikes, needs and wants, and explore what influences these	identify and describe personal interests, skills and achievements and explain how these contribute to family and school life	describe personal strengths and challenges and identify skills they wish to develop	describe the influence that personal qualities and strengths have on their learning outcomes	make a realistic assessment of their abilities and achievements, and prioritise areas for improvement	assess their strengths and challenges and devise personally appropriate strategies to achieve future success
Examples • choosing to engage in an activity	**Examples** • describing activities they enjoy at school, noting their strengths	**Examples** • identifying a personal quality or skill, such as being good at soccer or spelling, and describing how this might be useful to others	**Examples** • listing a range of strengths supported by examples from home, school and community experiences	**Examples** • keeping a journal or blog of how their personal qualities have helped achieve a positive learning outcome	**Examples** • considering what interventions they could have made, and how these may have changed outcomes in study and personal pursuits	**Examples** • designing a personal capability inventory that includes evidence to support their self-assessments

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	Typically by the end of Foundation Year, students:					
	English ACELA1429	English ACELT1589	English ACELY1692	English ACELA1515	English ACELA1541	English ACELT1814
	Science ACSSU002	Science ACSSU030	Science ACSIS069	Science ACSHE220		History ACDSEH147
	History ACHHK001	History ACHHK045		History ACHHS120		
Understand themselves as learners						
select tasks they can do in different learning contexts	identify their abilities, talents and interests as learners	discuss their strengths and weaknesses as learners and identify some learning strategies to assist them	identify and describe factors and strategies that assist their learning	identify preferred learning styles and work habits	identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning	evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required
Examples • communicating a willingness to have a go at a task	**Examples** • sharing a personal experience, interest or discovery with peers, and describing what they have learnt	**Examples** • describing how practising a skill improves performance	**Examples** • keeping a journal of their learning, describing both positive and negative experiences	**Examples** • identifying their preference as a visual, auditory or kinaesthetic learner	**Examples** • choosing strategies that capitalise on and expand their strengths and preferred learning styles	**Examples** • developing personal learning plans that identify effective study techniques
	English ACELT1575	English ACELY1667	English ACELY1689	English ACELY1714	English ACELY1736	
	Science ACSSU002	Science ACSSU030				

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Develop reflective practice						
recognise and identify participation in or completion of a task	reflect on their feelings as learners and how their efforts affect skills and achievements	reflect on what they have learnt about themselves from a range of experiences at home and school	reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback	monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential	predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision-making strategies and feedback from peers and teachers	reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability
Examples • communicating 'I have finished' or 'I am working hard'	**Examples** • responding to open-ended statements such as 'I'm proud of this because …' or using visual aids to illustrate their responses	**Examples** • responding to prompts which help them acknowledge their successes and identify what they could do to make improvements	**Examples** • with support, identifying strategies that help them complete tasks when they are uncertain and reflecting on their contributions to group activities	**Examples** • building on their strengths in various roles in small and large groups, setting personal challenges to develop new skills and strategies	**Examples** • identifying strategies they have used successfully to complete learning area tasks they have found difficult	**Examples** • noticing how emotions such as anger and excitement affect learning and impact on achievements and successes
	English ACELT1577 History ACHHS017	English ACELT1590	English ACELY1689 Science ACSIS065	English ACEL1710 Science ACSIS108	English ACELY1736	English ACELT1815 Science ACSIS208

Self-management

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1a	**1b** Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Express emotions appropriately						
recognise and identify how their emotions influence the way they feel and act	express their emotions constructively in interactions with others	describe ways to express emotions to show awareness of the feelings and needs of others	identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations	explain the influence of emotions on behaviour, learning and relationships	forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour	consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices
Examples • communicating the physical changes they experience when excited, angry or stressed such as when they are excited they feel happy; or when they are angry their body goes tense	**Examples** • communicating when they feel left out, lonely, excited, disappointed or unsafe during class and physical activities	**Examples** • using different tone and voice level in and outside the classroom, and when interacting with adults and peers	**Examples** • learning when, how and with whom it is appropriate to share anger, frustration and excitement	**Examples** • noticing how emotions such as anger and excitement affect learning and impact on achievements and successes	**Examples** • predicting situations that serve as emotional triggers and implementing regulating responses	**Examples** • choosing appropriate language and voice to convey personal responses and opinions to a range of adults and peers
	English ACELA1428	English ACELA1461	English ACELT1603 Science ACSIS071	English ACELA1517 Science ACSIS232	English ACELY1808 Science ACSHE135	English ACELY1813 Science ACSHE194

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
				History ACHHS120		History ACDSEH109
Develop self-discipline and set goals						
make a choice to participate in a class activity	follow class routines to assist learning	set goals in learning and personal organisation by completing tasks within a given time	explain the value of self-discipline and goal-setting in helping them to learn	analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals	select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals	critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts
Examples • choosing to complete a task for positive reinforcement	**Examples** • using class routines such as turn-taking, sitting when listening to stories, following instructions, managing transitions between activities	**Examples** • organising their time using calendars and clocks	**Examples** • identifying how distractions and priorities influence learning	**Examples** • identifying desired goals and making plans to achieve these results	**Examples** • using spread sheets and other organisers to plan and arrange activities at school and study outside school	**Examples** • drawing on goal setting strategies used at school to plan for work life
	English ACELY1646 Mathematics ACMMG008	English ACELA1461 Mathematics ACMMG041	English ACELY1688 Mathematics ACMMG086	English ACELY1710 Mathematics ACMMG139	English ACELY1731 Science ACSHE148	English ACELY1751 Science ACSIS208

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	Science ACSIS233	Science ACSIS039	Science ACSIS065	Science ACSHE100 History ACHHS120		
Work independently and show initiative						
attempt tasks with support or prompting	attempt tasks independently and identify when and from whom help can be sought	work independently on routine tasks and experiment with strategies to complete other tasks where appropriate	consider, select and adopt a range of strategies for working independently and taking initiative	assess the value of working independently, and taking initiative to do so where appropriate	critique their effectiveness in working independently by identifying enablers and barriers to achieving goals	establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes
Examples • completing a selected task	**Examples** • identifying situations where help is needed and the people who can help them, and when it is appropriate to 'give tasks a go'	**Examples** • describing their daily school routine, identifying areas where it is appropriate and helpful for them to show initiative	**Examples** • recognising when strategies previously used are not as effective as new strategies	**Examples** • identifying situations where it is preferable to work independently or with others	**Examples** • developing strategies for overcoming obstacles encountered in working independently	**Examples** • identifying learning goals and monitoring effectiveness of their strategies and interventions to achieve them
	English ACELY1647 Science ACSIS233	English ACELY1667 Science ACSIS039	English ACELT1607 Science ACSIS066	English ACELY1816 Science ACSIS104	English ACELY1731 Science ACSHE135	English ACELY1756 Science ACSHE195

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b

Typically by the end of Foundation Year, students: | Typically by the end of Year 2, students: | Typically by the end of Year 4, students: | Typically by the end of Year 6, students: | Typically by the end of Year 8, students: | Typically by the end of Year 10, students: |
	History ACHHS021			History ACHHS120		
Become confident, resilient and adaptable						
identify people and situations with which they feel a sense of familiarity or belonging	identify situations that feel safe or unsafe, approaching new situations with confidence	undertake and persist with short tasks, within the limits of personal safety	persist with tasks when faced with challenges and adapt their approach where first attempts are not successful	devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety	assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence	evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations
Examples

- identifying family, friends, familiar people in the community | **Examples**

- choosing strategies to manage unsafe situations such as No Go Tell | **Examples**

- continuing to practise a physical activity despite individual limitations | **Examples**

- persisting to inform a trusted adult about an unsafe encounter, event or situation | **Examples**

- developing coping strategies for managing set backs | **Examples**

- recording successful strategies, and drawing on these in unfamiliar and complex situations | **Examples**

- reconceptualising a challenging learning task |
| | English ACELY1651 | English ACELY1667

Science ACSIS039 | English ACELT1603

Science ACSIS065 | English ACELY1710

Science ACSHE100

History ACHHS120 | English ACELY1808

Mathematics ACMNA187

Science ACSIS148 | English ACELY1757

Science ACSHE230 |

Social awareness

	Level 1a	Level 2	Level 3	Level 4	Level 5	Level 6
1a	**1b** Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Appreciate diverse perspectives						
show an awareness for the feelings, needs and interests of others	acknowledge that people hold many points of view	describe similarities and differences in points of view between themselves and people in their communities	discuss the value of diverse perspectives and describe a point of view that is different from their own	explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others	acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view	articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views
Examples • showing interest in a peer's ideas or opinions	**Examples** • identifying the range of likes and dislikes within their class	**Examples** • comparing changes in attitudes about behaviours in different places or over time	**Examples** • exchanging views with a classmate on a topical issue and reporting their perspective to the class	**Examples** • describing ways that language or gestures are used in a range of social settings	**Examples** • identifying and explaining different perspectives on social issues arising in areas such as industry, agriculture and resource management	**Examples** • recognising how language can be used to position listeners in particular ways, analysing different accounts of the same event

Level 1a		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b					
	Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	English ACELT1575 Science ACSSU004 History ACHHS020	English ACELA1460 Science ACSHE035 History ACHHK046	English ACELT1602 History ACHHS085	English ACELY1709 Mathematics ACMSP148 Science ACSHE099 History ACHHS123	English ACELT1626 Science ACSHE136 History ACDSEH009	English ACELY1813 Science ACSHE230 History ACDSEH108
Contribute to civil society						
(The description above also applies to this sub-element)	describe ways they can help at home and school	describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them	identify the various communities to which they belong and what they can do to make a difference	identify a community need or problem and consider ways to take action to address it	analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities	plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels
	Examples • describing their role in completing class activities and family chores	**Examples** • describing contributions made by significant individuals to their communities	**Examples** • identifying ways they can advocate for specific groups in their communities	**Examples** • considering current methods of waste management in their local environment and ways they might contribute to improving these	**Examples** • investigating strategies to maintain part of the local environment and ways to contribute to its improvement	**Examples** • identifying and trialling strategies to address a global social issue such as child labour

Level 1a		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
		Science ACSHE035 History ACHHK046	Science ACSHE062	Mathematics ACMMG139 Science ACSHE099	Science ACSHE135	Science ACSHE195
Understand relationships						
(The description above also applies to this sub-element)	explore relationships through play and group experiences	identify ways to care for others, including ways of making and keeping friends	describe factors that contribute to positive relationships, including with people at school and in their community	identify the differences between positive and negative relationships and ways of managing these	identify indicators of possible problems in relationships in a range of social and work related situations	explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships
	Examples ● discussing different ways of working together	**Examples** ● discussing how words and actions can help or hurt others, and the effects of modifying their behaviour	**Examples** ● identifying the importance of including others in activities, groups and games	**Examples** ● identifying behaviours that display the positive use of power in relationships	**Examples** ● recognising personal boundaries, appropriate degrees of intimacy, distribution of power, effects of social and cultural norms and mores	**Examples** ● identifying the various communities to which they belong and how language reinforces membership of these communities

Level 1a		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	English ACELA1428	English ACELT1589 Science ACSIS042	English ACELA1488	English ACELA1516 History ACHHK115	English ACELA1541 History ACDSEH010	English ACELA1564 History ACDSEH123

Social management

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Communicate effectively						
respond to the feelings, needs and interests of others	identify positive ways to initiate, join and interrupt conversations with adults and peers	discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers	identify communication skills that enhance relationships for particular groups and purposes	identify and explain factors that influence effective communication in a variety of situations	analyse enablers of and barriers to effective verbal, nonverbal and digital communication	formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks
Examples • giving appropriate response to a peer's	**Examples** • practising encouraging others, listening to others'	**Examples** • using spoken language and body language to share	**Examples** • actively listening and responding to opinions that differ	**Examples** • making and responding to introductions,	**Examples** • analysing popular modes of communication	**Examples** • using agreed protocols to join group discussions

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
achievements such as by clapping, smiling or cheering	ideas, greeting others by name, excusing themselves when interrupting	observations and ideas	from their own	building on the ideas of others in discussions, offering and accepting constructive criticism	used by young people, noting factors that promote or obstruct communication	and assert their own viewpoint, entertaining divergent views, developing guidelines for the effective use of social media
	English ACELA1429 Mathematics ACMSP011 Science ACSIS014 History ACHHK003	English ACELY1668 Science ACSIS037 History ACHHK045	English ACELA1489 Science ACSIS071	English ACELY1816 Science ACSIS232 History ACHHS120	English ACELT1627 Science ACSIS139	English ACELA1572 Science ACSIS208 History ACHHS189
Work collaboratively						
(The description above also applies to this sub-element)	share experiences of cooperation in play and group activities	identify cooperative behaviours in a range of group activities	describe characteristics of cooperative behaviour and identify evidence of these in group activities	contribute to groups and teams, suggesting improvements in methods used for group investigations and projects	assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	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

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	Examples • taking turns, sharing resources and following class routines	**Examples** • participating in guided group investigations	**Examples** • including others in the group and respecting their opinions, working for a common goal	**Examples** • encouraging others, negotiating roles and relationships and managing time and tasks	**Examples** • assessing how well they support other members of the team in group investigations and projects	**Examples** • considering the ideas of others in reaching an independent or shared decision
	English ACELY1646 Science ACSHE013	English ACELY1789 Science ACSIS041	English ACELY1688 Science ACSIS065	English ACELY1816	English ACELY1808 Science ACSIS140	English ACELY1813 Science ACSIS208
Make decisions						
(The description above also applies to this sub-element)	identify options when making decisions to meet their needs and the needs of others	practise individual and group decision making in situations such as class meetings and when working in pairs and small groups	contribute to and predict the consequences of group decisions in a range of situations	identify factors that influence decision making and consider the usefulness of these in making their own decisions	assess individual and group decision-making processes in challenging situations	develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making
	Examples • making choices about resources for play and learning	**Examples** • naming roles and responsibilities in class meetings and identifying fair	**Examples** • deciding how to share resources for a learning task and forecasting the	**Examples** • identifying the people, events and situations that influence how	**Examples** • using scientific, ethical, economic and social arguments to make	**Examples** • explaining how a change in a social policy could affect individuals and

	Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
	1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
		tasks	methods for choosing people for these roles	outcomes of options	decisions are made	decisions regarding personal and community issues	groups
				English ACELT1794 Science ACSIS064	English ACELY1709 Mathematics ACMNA132 Science ACSHE220 History ACHHK116	Mathematics ACMNA187 Science ACSHE136	Mathematics ACMNA229 Science ACSIS206 History ACDSEH123
Negotiate and resolve conflict							
	(The description above also applies to this sub-element)	listen to others' ideas, and recognise that others may see things differently from them	practise solving simple interpersonal problems, recognising there are many ways to solve conflict	identify a range of conflict resolution strategies to negotiate positive outcomes to problems	identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations	assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations	generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts
		Examples • identifying characters in stories who feel differently about the same	**Examples** • using strategies such as showing courtesy to others when voicing	**Examples** • identifying issues that cause conflict and exploring how conflict has been	**Examples** • demonstrating steps of a conflict resolution process such as listen,	**Examples** • evaluating the effectiveness of imposed resolutions compared to	**Examples** • using mediation skills to support people holding different views on a

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	situation, and how they might respond in the same situation	disagreement or an alternative point of view	resolved in a range of contexts	express feelings, discuss solutions, make amends	mutually agreed resolutions to conflict	given topic and to assist in respecting one another's views
	English ACELY1784 Mathematics ACMNA289	English ACELT1589 Science ACSIS214	English ACELT1607 Science ACSIS065	English ACELA1516 Mathematics ACMNA132 Science ACSHE220 History ACHHK115	English ACELT1627 Science ACSHE136	English ACELA1564 Science ACSIS206
Develop leadership skills						
(The description above also applies to this sub-element)	identify ways to take responsibility for familiar tasks at home and school	discuss ways in which they can take responsibility for their own actions	discuss the concept of leadership and identify situations where it is appropriate to adopt this role	initiate or help to organise group activities that address a common need	plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals	propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely
	Examples • identifying ways to help at school, such	**Examples** • discussing ways in which they	**Examples** • choosing a range of roles in group	**Examples** • volunteering to lead a peer coaching	**Examples** • initiating and planning school and	**Examples** • developing a communication

	Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:		Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
		as closing windows, tidying workspace, distributing resources	participate in games in the playground	activities	activity	community projects such as charity work, environmental projects and coaching	strategy for an identified project
			English ACELY1789	English ACELY1689	English ACELY1714		

Ethical understanding

Introduction

In the Australian Curriculum, students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

The *Melbourne Declaration on Education Goals for Young Australians* (MCEETYA 2008) recognises that ethical understanding assists students to become 'confident and creative individuals and active and informed citizens'. It does this through fostering the development of 'personal values and attributes such as honesty, resilience, empathy and respect for others', and the capacity to act with ethical integrity (MCEETYA, pp. 8–9).

As cultural, social, environmental and technological changes transform the world, the demands placed on learners and education systems are changing. Technologies bring local and distant communities into classrooms, exposing students to knowledge and global concerns as never before. Complex issues require responses that take account of ethical considerations such as human rights and responsibilities, animal rights, environmental issues and global justice.

Building ethical understanding throughout all stages of schooling will assist students to engage with the more complex issues that they are likely to encounter in the future, and to navigate a world of competing values, rights, interests and norms.

Scope of Ethical understanding

Students learn to behave ethically as they explore ethical issues and interactions with others, discuss ideas, and learn to be accountable as members of a democratic community.

In this context, students need regular opportunities to identify and make sense of the ethical dimensions in their learning. As ethics is largely concerned with what we ought to do and how we ought to live, students need to understand how people can inquire collaboratively and come to ethical decisions. They need the skills to explore areas of contention, select and justify an ethical position, and engage with and understand the experiences and positions of others. These skills promote students' confidence as decision-makers and foster their ability to act with regard for others. Skills are enhanced when students have opportunities to put them into practice in their learning; for example, understanding the importance of applying appropriate ethical practices in areas such as Australian Indigenous studies (AIATSIS 2011).

Students also need to explore values, rights and responsibilities to assist them in justifying their ethical position and in engaging with the position of others.

The processes of reflecting on and interrogating core ethical issues and concepts underlie all areas of the curriculum. These include justice, right and wrong, freedom, truth, identity, empathy, goodness and abuse.

Processes of inquiring into ethical issues include giving reasons, being consistent, finding meanings and causes, and providing proof and evidence. Interrogating such concepts

through authentic cases such as global warming, sustainable living and socioeconomic disparity can involve group and independent inquiry, critical and creative thinking, and cooperative teamwork, and can contribute to personal and social learning.

As students engage with these elements in an integrated way, they learn to recognise the complexity of many ethical issues. They develop a capacity to make reasoned ethical judgments through the investigation of a range of questions drawn from varied contexts in the curriculum.

For a description of the organising elements for Ethical understanding, go to Organising elements.

Ethical understanding across the curriculum

Ethical issues arise across all areas of the curriculum, with each learning area containing a range of content that demands consideration from an ethical perspective. This includes analysing and evaluating the ethics of the actions and motivations of individuals and groups, understanding the ethical dimensions of research and information, debating ethical dilemmas and applying ethics in a range of situations.

Ethical understanding is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where Ethical understanding has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to find where Ethical understanding has been identified in F–10 curriculum content. Teachers may find further opportunities to incorporate explicit teaching of Ethical understanding depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- Ethical understanding in English
  (www.australiancurriculum.edu.au/English/General-capabilities)

- Ethical understanding in Mathematics
  (www.australiancurriculum.edu.au/English/General-capabilities)

- Ethical understanding in Science
  (www.australiancurriculum.edu.au/English/General-capabilities)

- Ethical understanding in History
  (www.australiancurriculum.edu.au/English/General-capabilities)

Background

This background summarises the evidence base from which the Ethical understanding capability's introduction, organising elements and learning continuum have been developed. It draws on recent international and national research, as well as initiatives and programs that focus on ethical behaviour across the curriculum.

Ethical understanding can be informed by reason, character, values and ethical principles. Each of these is addressed in the Ethical understanding learning continuum.

People call on principles, concepts, experiences, senses, emotions and reasoning to guide them when making judgments. Therefore, it is important that students are exposed to situations that develop both their awareness of meanings and their practical reasoning abilities associated with their thoughts and actions.

Ethical theories can be divided broadly into those that focus on action and those that focus on agency or character; both are concerned with the 'good life' and how concepts such as fairness and justice can inform our thinking about the world. These considerations can lead to students' developing a broad understanding of values and ethical principles as they mature.

Although they have their supporters and critics, interrogation of frameworks such as Kohlberg's stages of moral development (1964, in Crain 1985), Ruggiero's encouragement to apply ethical issues (1997), and the Values for Australian Schooling (in *National Framework for Values Education in Australian Schools* 2005), guides thinking about the dimensions of learning about ethical understanding and how it might be developed or encouraged throughout schooling.

The Australian educational philosophers Burgh, Field and Freakley (2006) describe ethics as pertaining to the character of persons and the wider society. Lipman, Sharp and Oscanyan (1980) state that ethical inquiry should be 'an open-ended, sustained consideration of the values, standards and practices by which we live … taking place in an atmosphere of mutual trust, confidence and impartiality' (p.189).

One area of study in ethics is human nature itself and how that may equip us to answer the question: 'How ought I to live?' The philosophers Plato, Aristotle and Aquinas, along with Kant during the Enlightenment, and more recently modern philosophers such as Peter Singer (1997), identified the importance of reason as a human attribute – although their justification varied. Developing a capacity to be reasonable is one of the three elements of the Ethical understanding learning continuum. Other dimensions in the exploration of human nature are perceptions of activities and character: 'What kind of person should I be?' For some philosophers, this replaces the question of 'How ought I to live?'

Although the basis of justification of what is right or good for the individual and for others is contentious, it is misleading to confuse disagreements in ethics with there being no right or wrong answer. There may be different positions, each with their strengths and weaknesses, and often there is the need to make a judgment in the face of competing claims. At the same time there is need for an open-minded, ongoing endeavour to create an ethical life.

The Ethical understanding capability has also been richly informed by understandings gained through the *National Framework for Values Education in Australian Schools* (DEEWR 2005), and the resultant Values education initiatives in all areas of Australian schooling. In addition, the *Melbourne Declaration on Goals for Young Australians* (MCEETYA, p. 5) states that 'a school's legacy to young people should include national values of democracy, equity and justice, and personal values and attributes such as honesty, resilience and respect for others'. While Values education is certainly found within Ethical understanding, it is also located within other general capabilities, such as Personal and social capability.

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Organising elements

The Ethical understanding learning continuum is organised into three interrelated organising elements:

- Understanding ethical concepts and issues
- Reasoning in decision making and actions
- Exploring values, rights and responsibilities

The diagram below sets out these elements.

Organising elements for Ethical understanding

Understanding ethical concepts and issues

This element involves students in recognising ethical concepts and exploring ethical issues in context. Students identify, examine and give examples of ethical concepts. They discuss, analyse and explore dimensions of ethical concepts in context. In summary this element consists of:

- recognise ethical concepts
- explore ethical concepts in context.

Reasoning in decision making and actions

This element involves students in reasoning and making ethical decisions, considering the consequences and reflecting on ethical action. They analyse the reasoning behind stances when making ethical decisions and evaluate the intended and unintended consequences of actions in an increasing range of scenarios. Students articulate understandings of a range of ethical responses in social contexts. In summary this element consists of:

- reason and make ethical decisions
- consider consequences
- reflect on ethical action.

Exploring values, rights and responsibilities

This element involves students in examining values, exploring rights and responsibilities and considering points of view. They use instances of expressed values to explain social interactions and to determine rights and responsibilities in social and legal domains. Students recognise and interpret points of view in ethical contexts. In summary, this element consists of:

- examine values
- explore rights and responsibilities
- consider points of view.

Ethical Understanding Learning Continuum

Understanding ethical concepts and issues

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Recognise ethical concepts					
identify ethical concepts arising in familiar contexts, such as good and bad behaviours	describe ethical concepts, such as right and wrong, honesty, fairness and tolerance	identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes	examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome	analyse behaviours that exemplify the dimensions and challenges of ethical concepts	critique generalised statements about ethical concepts
Examples • identifying the behaviours of characters in familiar stories	**Examples** • describing instances of fair and unfair treatment	**Examples** • exploring what it means to treat people equally	**Examples** • exploring the difference between an honest mistake and intentional deception	**Examples** • examining the challenges involved in demonstrating loyalty or honour, or avoiding harm to others	**Examples** • balancing freedom of speech with the defamation of others
	Science ACSHE035	History ACHHK077		History ACDSEH012	
Explore ethical concepts in context					
describe familiar situations that involve ethical concepts	discuss ethical concepts within a range of familiar contexts	discuss actions taken in a range of contexts that include an ethical dimension	explain what constitutes an ethically better or worse outcome and how it might be accomplished	analyse the ethical dimensions of beliefs and the need for action in a range of settings	distinguish between the ethical and non-ethical dimensions of complex issues

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples • discussing familiar situations that illustrate the concepts of kindness or caring	**Examples** • discussing story scenarios involving fair and tolerant behaviour	**Examples** • exploring the responsibilities of witnessed to instances of bullying	**Examples** • exploring the consequences for individuals of others' actions, in a range of scenarios	**Examples** • identifying sustainable practices, or ways of confronting cyber bullying	**Examples** • considering whether animal experimentation is an ethical matter, and, if so, how
	English ACELT1587	Science ACSHE051	Science ACSHE121	Mathematics ACMSP206 Science ACSHE135 History ACDSEH068	Mathematics ACMSP247 Science ACSHE194 History ACDSEH085

Reasoning in decision making and actions

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Reason and make ethical decisions					
identify examples from stories and experiences that show ways people make decisions about their actions	discuss how people make decisions about their actions and offer reasons why people's decisions differ	explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions	explore the reasons behind there being a variety of ethical positions on a social issue	analyse inconsistencies in personal reasoning and societal ethical decision making	investigate reasons for clashes of beliefs in issues of personal, social and global importance

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples • exploring the choices that different characters make in stories	**Examples** • considering the differing interests of others in the classroom and family	**Examples** • explaining ways to reach fair and respectful decisions	**Examples** • examining conflicting media reports about the same event	**Examples** • examining decisions that lead to unequal outcomes	**Examples** • examining the treatment of people in the context of disparity or distribution of resources
			History ACHHK114		History ACDSEH021

<table>
<tr><td colspan="6" align="center">Consider consequences</td></tr>
</table>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
identify links between emotions and behaviours	describe the effects that personal feelings and dispositions have on how people behave	examine the links between emotions, dispositions and intended and unintended consequences of their actions on others	evaluate the consequences of actions in familiar and hypothetical scenarios	investigate scenarios that highlight ways that personal dispositions and actions can affect consequences	analyse the objectivity or subjectivity behind decision making where there are many possible consequences
Examples • discussing the effects of selfish or uncaring behaviour on people's feelings	**Examples** • discussing the consequences of keeping or not keeping promises, or being truthful or untruthful	**Examples** • examining what it means to cause people to feel let down	**Examples** • assessing possible consequences of including or excluding a person or group	**Examples** • examining the effects of tolerance on relationships or of misrepresentations in social media or reporting	**Examples** • exploring the complexities associated with sharing or violating resources
		History ACHHKO80		History ACDSEH054	History ACDSEH021

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Reflect on ethical action					
identify and describe the influence of factors such as wants and needs on people's actions	give examples of how understanding situations can influence the way people act	consider whether having a conscience leads to ways of acting ethically in different scenarios	articulate a range of ethical responses to situations in various social contexts	analyse perceptions of occurrences and possible ethical response in challenging scenarios	evaluate diverse perceptions and ethical bases of action in complex contexts
Examples • identifying the difference between wants and needs at school	**Examples** • assessing that a person is distressed and offering assistance	**Examples** • considering responses to the questions 'What would I do?' and 'What should I do?' in a range of scenarios	**Examples** • weighing the relative merits of actions to prevent harm to animals	**Examples** • discussing whether or not witnesses should come forward in response to an event	**Examples** • considering times when limiting liberty or free speech may be the best option
			History ACHHK095		English ACELA1565 History ACDSEH109

Exploring values, rights and responsibilities

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examine values					
identify values that are important to them	discuss some agreed values in familiar contexts	identify and describe shared values in familiar and unfamiliar contexts	examine values accepted and enacted within various communities	assess the relevance of beliefs and the role and application of values in social practices	analyse and explain the interplay of values in national and international forums and policy making
Examples • discussing care for self and others	**Examples** • discussing the value of giving everyone a fair go	**Examples** • acknowledging the need for honesty, respect and equality when working with others	**Examples** • exploring instances where equality, fairness, dignity and non-discrimination are required	**Examples** • exploring different beliefs and values when seeking to solve social and workplace problems and dilemmas	**Examples** • explaining the complexity of factors leading to policies such as mandatory detention
				History ACDSEH039	Science ACSHE230
Explore rights and responsibilities					
share examples of rights and responsibilities in given situations	identify their rights and associated responsibilities and those of their classmates	investigate children's rights and responsibilities at school and in the local community	monitor consistency between rights and responsibilities when interacting face-to-face or through social media	analyse rights and responsibilities in relation to the duties of a responsible citizen	evaluate the merits of conflicting rights and responsibilities in global contexts
Examples • discussing reasons for and behaviours	**Examples** • exploring rights and responsibilities, such as	**Examples** • examining the relevance of rights,	**Examples** • establishing differences between freedom of	**Examples** • analysing actions when seeking to solve	**Examples** • investigating the role of law in maintaining

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
associated with school rules	friendship and care for others at home and school	such as freedom and protection, in everyday situations	speech and destructive criticism in debates or through social media	disagreements in a range of social and work-based situations	peace in public and private domains
			History ACHHK114		History ACDSEH023

Consider points of view					
express their own point of view and listen to the views of others	recognise that there may be many points of view when probing ethical dilemmas and identify alternative views	describe different points of view associated with an ethical dilemma and give possible reasons for these differences	explain a range of possible interpretations and points of view when thinking about ethical dilemmas	draw conclusions from a range of points of view associated with challenging ethical dilemmas	use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas
Examples • offering opinions in discussions that involve ethical considerations	**Examples** • identifying a range of views on caring for the environment	**Examples** • deciding on what basis an idea or action is trustworthy	**Examples** • finding and unpacking biased research findings	**Examples** • recognising the consequences of the non-disclosure of relevant facts for the outcomes of societal conflicts	**Examples** • examining attitudes towards environments, diversity and socioeconomic disparity between groups of people
	English ACELT1589	English ACELT1603	English ACELT1609	English ACELT1807 History ACDSEH043	English ACELT1812 History ACDSEH125

Intercultural understanding

Introduction

In the Australian Curriculum, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Intercultural understanding is an essential part of living with others in the diverse world of the twenty-first century. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world.

The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) recognises the fundamental role that education plays in building a society that is 'cohesive and culturally diverse, and that values Australia's Indigenous cultures' (MCEETYA, p. 4). Intercultural understanding addresses this role, developing students who are active and informed citizens with an appreciation of Australia's social, cultural, linguistic and religious diversity, and the ability to relate to and communicate across cultures at local, regional and global levels.

Scope of Intercultural understanding

Intercultural understanding combines personal, interpersonal and social knowledge and skills. It involves students in learning to value and view critically their own cultural perspectives and practices and those of others through their interactions with people, texts and contexts across the curriculum.

Intercultural understanding encourages students to make connections between their own worlds and the worlds of others, to build on shared interests and commonalities, and to negotiate or mediate difference. It develops students' abilities to communicate and empathise with others and to analyse intercultural experiences critically. It offers opportunities for them to consider their own beliefs and attitudes in a new light, and so gain insight into themselves and others.

Intercultural understanding stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness and critical awareness, and supports new and positive intercultural behaviours. Though all are significant in learning to live together, three dispositions – expressing empathy, demonstrating respect and taking responsibility – have been identified as critical to the development of Intercultural understanding in the Australian Curriculum.

For a description of the organising elements for Intercultural understanding, go to Organising elements.

Intercultural understanding across the curriculum

Although Intercultural understanding focuses primarily on the development of skills, behaviours and dispositions, it also draws on students' growing knowledge, understanding and critical awareness of their own and others' cultural perspectives and practices derived from learning area content.

Intercultural understanding is more apparent in some learning areas than others, being most evident in those aspects of learning concerned with people and their societies, relationships and interactions, and in conjunction with the cross-curriculum priorities for Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Intercultural understanding is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where Intercultural understanding has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to find where Intercultural understanding has been identified in F–10 curriculum content. Teachers may find further opportunities to incorporate explicit teaching of Intercultural understanding depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- Intercultural understanding in English (www.australiancurriculum.edu.au/English/General-capabilities)

- Intercultural understanding in Mathematics (www.australiancurriculum.edu.au/Mathematics/General-capabilities)

- Intercultural understanding in Science (www.australiancurriculum.edu.au/Science/General-capabilities)

- Intercultural understanding in History (www.australiancurriculum.edu.au/History/General-capabilities)

Background

This background summarises the evidence base from which the Intercultural understanding capability's introduction, organising elements and learning continuum have been developed. It draws on recent international and national research, as well as initiatives and programs that focus on intercultural understanding across the curriculum.

Intercultural understanding is a relatively recent addition to Australian school curriculums. It has its origins in several fields including cultural studies (Hall 1997), language education (Kramsch 1998; Liddicoat, Lo Bianco and Crozet 1999), multicultural education (Banks and Banks 2004; Noble and Poynting 2000) and more broadly in sociology, linguistics and anthropology. Given its diverse origins, it is not surprising that the nature and place of intercultural learning are by no means settled and the definition of the term 'culture' is itself not agreed upon.

The Intercultural understanding capability adopts the *Shape of the Australian Curriculum: Languages* (ACARA 2011) definition of culture as involving:

'… a complex system of concepts, values, norms, beliefs and practices that are shared, created and contested by people who make up a cultural group and are passed on from generation to generation. Cultural systems include variable ways of seeing, interpreting and understanding the world. They are constructed and transmitted by members of the group through the processes of socialisation and representation'. (p.16)

Drawing on this definition, Intercultural understanding focuses on sharing, creating and contesting different cultural perceptions and practices, and supports the development of a critical awareness of the processes of socialisation and representation that shape and maintain cultural differences.

Furthermore, in acknowledging the founding status of Aboriginal and Torres Strait Islander Peoples in Australia, it is alert to the place of negotiation and boundaries in engagements at the cultural interface (Nakata 2007) and mindful of practices that both celebrate and protect Aboriginal and Torres Strait Islander cultural heritage (Janke 2008). In recognising the importance for Australia of maintaining positive relations and communications in its region, it promotes recognition, communication and engagement with the different countries and cultures within Asia. It also supports the development of a strong vision for a sustained and peaceful global future.

Intercultural understanding assumes an integral connection between language and culture, acknowledging language as the primary means through which people establish and exchange shared meaning and ways of seeing the world (Scarino, Dellitt and Vale 2007). It works on the assumption that, in learning to live together in a world of social, cultural, linguistic and religious diversity, students need to look beyond their immediate worlds and concerns (Arigatou Foundation 2008) and engage with the experience and ideas of others (Appiah 2006) in order to understand the politics of culture on the world stage (Sleeter and Grant 2003).

Intercultural understanding identifies knowledge, skills, behaviours and dispositions that assist students in developing and acting with intercultural understanding at school and in their lives beyond school. At a personal level, Intercultural understanding encourages students to engage with their own and others' cultures, building both their sense of belonging and their capacity to move between their own worlds and the worlds of others (Kalantzis and Cope 2005), recognising the attitudes and structures that shape their personal identities and narratives.

At an interpersonal level, it considers commonalities and differences between people, focusing on processes of interaction, dialogue and negotiation. It seeks to develop students' abilities to empathise with others, to analyse their experiences critically and to reflect on their learning as a means of better understanding themselves and people they perceive to be different from themselves (Liddicoat, Papademetre, Scarino and Kohler 2003; Wiggins and McTighe 2005). It provides opportunities for students to question the attitudes and assumptions of cultural groups in light of the consequences and outcomes for others.

At a social level, Intercultural understanding builds students' sense of the complex nature of their own histories, traditions and values, and of the history, traditions and values that underpin Australian society (MCEETYA 2008). Students learn to interpret and mediate cultural inequalities within their own and other societies. They learn to take responsibility for their interactions with others, to act on what they have learnt and to become intercultural citizens in the world (Byram 2008).

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Organising elements

The Intercultural understanding learning continuum is organised into three interrelated organising elements:

- Recognising culture and developing respect
- Interacting and empathising with others
- Reflecting on intercultural experiences and taking responsibility

The diagram below sets out these elements.

Organising elements for Intercultural understanding

Recognising culture and developing respect

This element involves students in identifying, observing, describing and analysing increasingly sophisticated characteristics of their own cultural identities and those of others. These range from easily observed characteristics such as group memberships, traditions, customs and ways of doing things, to less readily observed characteristics such as values, attitudes, obligations, roles, religious beliefs and ways of thinking.

Students move from their known worlds to explore new ideas and experiences related to specific cultural groups through opportunities provided in the learning areas. They compare their own knowledge and experiences with those of others, learning to recognise commonalities, acknowledging differences between their lives and recognising the need to engage in critical reflection about such differences, seeking to understand them.

Strong intercultural relationships are built on mutual respect between people, communities and countries. Respect is based on the recognition that every person is important and must be treated with dignity. It includes recognising and appreciating differences between people and respecting another person's point of view and their human rights.

In developing and acting with intercultural understanding, students:

- investigate culture and cultural identity
- explore and compare cultural knowledge, beliefs and practices
- develop respect for cultural diversity.

Interacting and empathising with others

This element gives an experiential dimension to intercultural learning in contexts that may be face-to-face, virtual or vicarious. It involves students in developing the skills to relate to and move between cultures through engagement with different cultural groups. Through perspective taking, students think about familiar concepts in new ways, encouraging flexibility, adaptability and a willingness to try new cultural experiences. Empathy assists students to develop a sense of solidarity with others through imagining the perspectives and experiences of others as if they were their own. Empathy involves imagining what it might be like to 'walk in another's shoes' and identifying with others' feelings, situations and motivations.

In developing and acting with intercultural understanding, students:

- communicate across cultures
- consider and develop multiple perspectives
- empathise with others.

Reflecting on intercultural experiences and taking responsibility

The capacity to process or reflect on the meaning of experience is an essential element in intercultural learning. Students use reflection to better understand the actions of individuals and groups in specific situations and how these are shaped by culture. They are encouraged to reflect on their own responses to intercultural encounters and to identify cultural influences that may have contributed to these. They learn to 'stand between cultures' and mediate cultural difference.

To cultivate respect, students need to reflect on and to take responsibility for their own behaviours and their interactions with others within and across cultures. They understand that behaviour can have unintended effects on individuals and communities, and they identify situations requiring intercultural understanding. In developing responsibility, students learn to respect the human rights of others and the values of democracy, equity and justice (MCEETYA 2008).

In developing and acting with intercultural understanding, students:

- reflect on intercultural experiences
- challenge stereotypes and prejudices
- mediate cultural difference.

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Intercultural Understanding Learning Continuum

Recognising culture and developing respect

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Investigate culture and cultural identity					
share ideas about self and belonging with peers	identify and describe the various groups to which they belong and the ways people act and communicate within them	identify and describe variability within and across cultural groups	identify and describe the roles that culture and language play in shaping group and national identities	explain ways that cultural groups and identities change over time and in different contexts	analyse how membership of local, regional, national and international groups shapes identities including their own
Examples • identifying the language(s) they speak, describing something special about themselves or their families	**Examples** • identifying who they are and where they are from	**Examples** • identifying diversity within a cultural group, such as members who challenge expectations of the cultural make-up of that group	**Examples** • exploring the idea that countries have national identities which can change over time	**Examples** • investigating the effects of time, re-location and changing ideas on cultural identity	**Examples** • investigating the concept of multiple identities, and opportunities to operate across cultural boundaries
English ACELA1426 Mathematics ACMNA289 History ACHHK002	English ACELA1443 History ACHHK028	English ACELT1594 Mathematics ACMNA080 History ACHHS077	English ACELA1515 History ACHHKS096	English ACELT1619 Mathematics ACMMG199 History ACDSEH043	English ACELT1633 History ACDSEH110

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Explore and compare cultural knowledge, beliefs and practices					
identify, explore and compare culturally diverse activities and objects	describe and compare the way they live with people in other places or times	describe and compare a range of cultural stories, events and artefacts	describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom	analyse the dynamic nature of cultural knowledge, beliefs and practices in a range of personal, social and historical contexts	critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time
Examples • comparing what foods are eaten at home or on special occasions	**Examples** • comparing how people in different places dress, where they live, their celebrations and daily activities	**Examples** • comparing media, texts, dance and music from diverse cultural groups including their own, exploring connection to place	**Examples** • comparing ways of celebrating births and marking deaths or 'coming of age' in different cultures and subcultures	**Examples** • examining gender roles, concepts of family or relationship to the land	**Examples** • exploring the complexities of traditional and contemporary cultures in a range of real and virtual settings
English ACELT1575 Mathematics ACMNA002 Science ACSSU004 History ACHHK003	English ACELT1587 Mathematics ACMNA040 Science ACSHE035 History ACHHK046	English ACELT1602 Mathematics ACMMG091 Science ACSHE061 History ACHHK060	English ACELT1613 Mathematics ACMMG140 Science ACSHE099 History ACHHK094	English ACELT1626 Science ACSHE119 History ACDSEH033	English ACELT1639 Mathematics ACMSP228 Science ACSHE228 History ACDSEH149

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Develop respect for cultural diversity					
discuss ideas about cultural diversity in local contexts	describe ways that diversity presents opportunities for new experiences and understandings	identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation	discuss opportunities that cultural diversity offers within Australia and the Asia-Pacific region	understand the importance of maintaining and celebrating cultural traditions for the development of personal, group and national identities	understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world
Examples • identifying cultural dimensions in familiar stories and events	**Examples** • describing their participation in a range of cultural events at school or in their local community	**Examples** • explaining the significance of a range of religious and cultural holidays and celebrations	**Examples** • describing contributions that people from diverse cultural groups make to the community over time	**Examples** • investigating the complex relationship between language, culture, and identity and efforts to protect these	**Examples** • upholding the dignity and rights of others when participating in international online networks
English ACELT1578 Mathematics ACMNA001 History ACHHK003	English ACELT1591 Mathematics ACMMG041 History ACHHK045	History ACHHK063	English ACELT1608 Mathematics ACMMG144 Science ACSHE099 History ACHHK116	English ACELA1540 History ACDSEH054	English ACELT1634 Science ACSHE228 History ACDSEH143

Interacting and empathising with others

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Communicate across cultures					
recognise that people use different languages to communicate	describe how the use of words and body language in interactions may have different meanings for various cultural groups	recognise there are similarities and differences in the ways people communicate, both within and across cultural groups	identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding	explore ways that culture shapes the use of language in a wide range of contexts	analyse the complex relationship between language, thought and context to understand and enhance communication
Examples • learning and practising greetings in several languages	**Examples** • discussing the meanings of a range of facial expressions and whether these mean the same thing to all people	**Examples** • identifying various ways that people communicate depending on their relationship	**Examples** • testing a range of strategies to overcome culturally based misunderstandings in given scenarios	**Examples** • understanding how culture influences what people do or do not say to express cultural values, such as politeness	**Examples** • engaging with texts to gain insight into the way culture shapes perspective
English ACELT1784 Mathematics ACMNA001 History ACHHK004	English ACELA1444 History ACHHK029	English ACELA1475 Mathematics ACMNA058 History ACHHK080	English ACELA1515	English ACELT1626	English ACELA1551 History ACDSEH088

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Consider and develop multiple perspectives					
express their opinions and listen to the opinions of others in given situations	express their own perspectives on familiar topics and texts, and identify the perspectives of others	identify and describe shared perspectives within and across various cultural groups	explain perspectives that differ to expand their understanding of an issue	assess diverse perspectives and the assumptions on which they are based	present a balanced view on issues where conflicting views cannot easily be resolved
Examples • sharing views on foods they like, or ways their families celebrate significant cultural events	**Examples** • exploring a variety of perspectives on a specific event	**Examples** • exploring a range of perspectives on an issue through role plays	**Examples** • presenting the case for a perspective that differs from their own	**Examples** • exploring the factors that cause people to hold different perspectives	**Examples** • presenting multiple perspectives on complex social, environmental or economic issues
English ACELT1578 History ACHHK004	English ACELT1589 History ACHHK029	English ACELT1602 Mathematics ACMMG140 Science ACSHE061 History ACHHS069	English ACELT1610 Mathematics ACMSP169 Science ACSHE099 History ACHHK115	English ACELT1619 Mathematics ACMSP206 Science ACSHE136 History ACDSEH076	English ACELT1634 Mathematics ACMSP227 History ACDSEH141

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Empathise with others					
imagine and describe their own feelings if they were put in someone else's place	imagine and describe the feelings of others in familiar situations	imagine and describe the feelings of others in a range of contexts	imagine and describe the situations of others in local, national and global contexts	imagine and describe the feelings and motivations of people in challenging situations	recognise the effect that empathising with others has on their own feelings, motivations and actions
Examples • describing how they might feel in the place of people in stories or events	**Examples** • describing how a new student might feel on their first day in their school	**Examples** • describing how children in a range of locations, such as urban or rural areas or in different countries, feel about their place	**Examples** • presenting another person's story as seen through their eyes or as if 'walking in their shoes'	**Examples** • describing the possible feelings and motivations of people facing adversity, natural disasters or conflict	**Examples** • imagining and reflecting on the impact their words and actions have on others
English ACELT1783	English ACELT1582	English ACELT1596	English ACELT1610		English ACELA1564

Reflecting on intercultural experiences and taking responsibility

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Reflect on intercultural experiences					
identify and describe memorable intercultural experiences	identify and describe what they have learnt about others from intercultural encounters and culturally diverse texts	identify and describe what they have learnt about themselves and others from real, virtual and vicarious intercultural experiences	explain what and how they have learnt from a wide range of intercultural interactions and experiences	reflect critically on the representation of various cultural groups in texts and the media and how they respond	reflect critically on the effect of intercultural experiences on their own attitudes and beliefs and those of others
Examples • describing the visit of an Aboriginal, Torres Strait Islander or other community elder to their class	**Examples** • describing what they have learnt about children in other places such as 'sister schools'	**Examples** • identifying parallels between their own lives and the lives of others through a range of texts and media depicting diverse cultures	**Examples** • explaining ways that different cultural perspectives have influenced their work or their thinking	**Examples** • examining their responses to instances of cultural stereotyping	**Examples** • describing how exposure to a diversity of views, ideas or experiences has or has not changed their thinking on an issue
English ACELT1580	English ACELY1655 Science ACSHE035 History ACHHK028	English ACELT1596 History ACHHS080	English ACELT1610 History ACHHK116	English ACELT1806	English ACELT1635

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Challenge stereotypes and prejudices					
identify examples of the acceptance and inclusion of others in given situations	discuss the effects of acceptance and inclusion in familiar situations	explain the dangers of making generalisations about individuals and groups	explain the impact of stereotypes and prejudices on individuals and groups within Australia	identify and challenge stereotypes and prejudices in the representation of group, national and regional identities	critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels
Examples • describing what inclusion might look and sound like in the classroom or playground	**Examples** • role playing situations that explore varying outcomes of accepting and being accepted by others	**Examples** • discussing the truth of statements about groups of people that begin with the word 'all'	**Examples** • describing possible effects of prejudice on the daily life of a person from a minority group	**Examples** • analysing the media representation of Australia's relations with countries in the Asia-Pacific region over time	**Examples** • assessing the use of stereotypes in the portrayal of cultural minorities in national conflicts
English ACELT 1575	English ACELA1462	History ACHHS080	History ACHHK114	English ACELT1807	English ACELY1749 History ACDSEH145

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Mediate cultural difference					
identify similarities and differences between themselves and their peers	recognise that cultural differences may affect understanding between people	identify ways of reaching understanding between culturally diverse groups	discuss ways of reconciling differing cultural values and perspectives in addressing common concerns	identify and address challenging issues in ways that respect cultural diversity and the right of all to be heard	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
Examples • identifying shared interests or hobbies with peers	**Examples** • seeking to understand the words and actions of others which may at first seem odd or strange to them	**Examples** • identifying common ground and shared interests, or developing shared projects with others	**Examples** • describing ways of reaching understanding through dialogue	**Examples** • engaging with views they know to be different from their own to challenge their own thinking	**Examples** • balancing the representation and defence of their ideas and perspectives with those of others in a range of social forums
English ACELT1575 History ACHHK002	English ACELT1590	English ACELA1488 History ACHHS080	English ACELA1501 History ACHHK114	English ACELY1731 Science ACSHE136	English ACELA1564 Mathematics ACMSP253 History ACDSEH146