Foundation – Level 2

Personal and Social Capability

Critical and Creative Thinking	Ethical Capability	Intercultural Capability	Foundation	Levels 1 and 2
Questions and Possibilities • Identify, describe and use different kinds of question stems to gather information and ideas • Consider personal reactions to situations or problems and how these reactions may influence thinking • Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities **Reasoning** • Examine words that show reasons and words that show conclusions • Compare and contrast information and ideas in own and others reasoning • Consider how reasons and examples are used to support a point of view and illustrate meaning **Meta-Cognition** • Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self • Explore some learning strategies, including planning, repetition, rewording, memorisation, and use of mnemonics • Investigate ways to problem-solve, using egocentric and experiential language	**Understanding Concepts** • Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts **Decision Making and Actions** • Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so • Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved	**Cultural Practices** • Identify what is familiar and what is different in the ways culturally diverse individuals and families live • Describe their experiences of intercultural encounters in which they have been involved **Cultural Diversity** • Identify and discuss cultural diversity in the school and/or community • Imagine and explain what their responses might be if they were placed in a different cultural situation or setting	**Self-Awareness and Management** *Recognition and expression of emotions* • Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations *Development of resilience* • Identify their likes and dislikes, needs and wants, abilities and strengths • Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems **Social Awareness and Management** *Relationships and diversity* • Identify a range of groups to which they, their family and members of their class belong • Practise the skills required to include others and make friends with peers, teachers and other adults *Collaboration* • Name and practise basic skills required to work collaboratively with peers • Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict	**Self-Awareness and Management** *Recognition and expression of emotions* • Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions *Development of resilience* • Identify personal strengths and describe how these strengths are useful in school or family life • Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations **Social Awareness and Management** *Relationships and diversity* • Identify how families can have a range of relationships • Listen to others' ideas, and recognise that others may see things differently • Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour *Collaboration* • Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks • Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict
Achievement Standard	**Achievement Standard**	**Achievement Standard**	**Achievement Standard**	**Achievement Standard**
By the end of Level 2, students use and give examples of different kinds of questions. Students generate ideas that are new to them and make choices after considering personal preferences. Students identify words that indicate components of a point of view. They use reasons and examples for different purposes. Students express and describe thinking activity. They practice some learning strategies. Students demonstrate and articulate some problem-solving approaches.	By the end of Level 2, students identify and describe ethical concepts using illustrative examples from familiar situations and a basic vocabulary about ethical problems and their outcomes. Students identify and explain acts and situations that have ethical dimensions, using illustrative examples. They explain that personal feelings may influence the way people behave in situations where ethical issues are involved.	By the end of Level 2, students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. They describe their experiences of intercultural encounters, and identify cultural diversity in their school and/or community. Students explain how they might respond in different cultural situations.	By the end of Foundation level, students identify and express a range of emotions in their interactions with others. They recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths. They recognise that attempting new and challenging tasks are an important part of their development. Students identify different types of relationships. They begin to identify and practise basic skills for including and working with others in groups.	By the end of Level 2, students show an awareness of the feelings and needs of others. They identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life. They recognise the importance of persisting when faced with new and challenging tasks. Students recognise the diversity of families and communities. They describe similarities and differences in points of view between themselves and others. They demonstrate ways to interact with and care for others. They describe their contribution to group tasks. They practise solving simple problems, recognising there are many ways to resolve conflict.

Levels 3 and 4

Critical and Creative Thinking	Ethical Capability	Intercultural Capability	Personal and Social Capability
Questions and Possibilities • Construct and use open and closed questions for different purposes • Explore reactions to a given situation or problem and consider the effect of pre-established preferences • Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas **Reasoning** • Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view • Distinguish between main and peripheral ideas in own and others information and points of view • Investigate why and when the consequences of a point of view should be considered • Identify and use 'If, then…' and 'what if…' reasoning • Explore distinctions when organising and sorting information and ideas from a range of sources **Meta-Cognition** • Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies • Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal • Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses	**Understanding Concepts** • Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations • Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why • Discuss the ways to identify ethical considerations in a range of problems **Decision Making and Actions** • Explore how apparently wrong actions can sometimes lead to good outcomes and the reverse • Discuss the role of personal values and dispositions in ethical decision-making and actions	**Cultural Practices** • Compare their own and others cultural practices, showing how these may influence the ways people relate to each other • Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures **Cultural Diversity** • Explain the role of cultural traditions in the development of personal, group and national identities • Identify how understandings between culturally diverse groups can be encouraged and achieved	**Self-Awareness and Management** *Recognition and expression of emotions* • Identify and explore the expression of emotions in social situations and the impact on self and others *Development of resilience* • Identify personal strengths and select personal qualities that could be further developed • Identify how persistence and adaptability can be used when faced with challenging situations and change • Name and describe the skills required to work independently **Social Awareness and Management** *Relationships and diversity* • Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion • Describe the ways in which similarities and differences can effect relationships • Identify the importance of including others in activities, groups and games *Collaboration* • Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate • Identify conflicts commonly experienced in peer groups and suggest possible causes and resolutions
Achievement Standard	**Achievement Standard**	**Achievement Standard**	**Achievement Standard**
By the end of Level 4, students explain how to construct open and closed questions and use them for different purposes. Students select and apply techniques to generate a range of ideas that extend how problems are solved. Students describe and structure arguments with clearly identified aims, premises and conclusions. They use and explain a range of strategies to develop their arguments. They identify the need to make distinctions and apply strategies to make these. Students use concrete and pictorial models to facilitate thinking, including a range of visualisation strategies. They practice and apply an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation. Students select and apply a range of problem-solving strategies.	By the end of Level 4, students use concrete examples from a range of contexts to explain the contested meaning of concepts and significance of acts. They explain how to identify ethical considerations in problems. Students use examples to evaluate ethical actions in relation to their outcomes. They explain the role of personal values and dispositions in ethical decision-making and actions, recognising areas of contestability.	By the end of Level 4, students are able to compare a range of cultural practices and explain their influence on people's relationships. They explain what they have learnt about themselves and others from intercultural experiences. Students explain the role of cultural traditions in the development of various identities. They develop critical perspective on and respect for their own and others cultures.	By the end of Level 4, students explain the consequences of emotional responses in a range of social situations. They recognise personal strengths and challenges and identify skills they would like to develop. They suggest strategies for coping with difficult situations. They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful. Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups. They describe factors that contribute to positive relationships with peers, other people at school and in the community. They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities. They identify a range of conflict resolution strategies to negotiate positive outcomes to problems.

Levels 5 and 6

Critical and Creative Thinking	Ethical Capability	Intercultural Capability	Personal and Social Capability
Questions and Possibilities • Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities • Experiment with alternative ideas and actions by setting preconceptions to one side • Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities **Reasoning** • Investigate common reasoning errors including contradiction and inconsistency, and the influence of context • Consider the importance of giving reasons and evidence and how the strength of these can be evaluated • Consider when analogies might be used in expressing a point of view and how they should be expressed and evaluated • Examine the difference between valid and sound arguments and between inductive and deductive reasoning, and their degrees of certainty • Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas **Meta-Cognition** • Investigate thinking processes using visual models and language strategies • Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations • Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals	**Understanding Concepts** • Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued • Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles • Examine how problems may contain more than one ethical issue **Decision Making and Actions** • Explore the significance of 'means versus ends' by considering two ways to act when presented with a problem: one that privileges means and one ends • Discuss the role and significance of conscience and reasoning in ethical decision-making	**Cultural Practices** • Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced • Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures **Cultural Diversity** • Identify barriers to and means of reaching understandings within and between culturally diverse groups • Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups	**Self-Awareness and Management** *Recognition and expression of emotions* • Explore the links between their emotions and their behaviour *Development of resilience* • Reflect on how personal strengths have assisted in achieving success at home, at school or in the community • Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations • Identify the skills for working independently and describe their performance when undertaking independent tasks **Social Awareness and Management** *Relationships and diversity* • Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences • Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual • Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved *Collaboration* • Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles • Describe the various causes of conflict and evaluate possible strategies to address conflict
Achievement Standard	**Achievement Standard**	**Achievement Standard**	**Achievement Standard**
By the end of Level 6, students apply questioning as a tool to focus or expand thinking. They use appropriate techniques to copy, borrow and compare aspects of existing solutions in order to identify relationships and apply these to new situations. Students distinguish between valid and sound arguments and between deductive and inductive reasoning. They explain how reasons and evidence can be evaluated. They explain and apply basic techniques to construct valid arguments and test the strength of arguments. Students represent thinking processes using visual models and language. They practice and apply learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information. Students disaggregate ideas and problems into smaller elements or ideas, develop criteria to assess and test thinking, and identify and seek out new relevant information as required.	By the end of Level 6, students evaluate the meaning of ethical concepts and analyse their value, identifying areas of contestability. They explain different ways to respond to ethical problems and identify issues related to these. Students identify different ethical issues associated with a particular problem. They identify the basis of a range of ethical principles and explain the role and significance of conscience and reasoning in ethical decision-making.	By the end of Level 6, students demonstrate an understanding how beliefs and practices can be influenced by culture and explain how intercultural experiences can influence beliefs and behaviours. Students identify the barriers to and means of reaching understandings within and between culturally diverse groups and the ways in which effective engagement with those groups is promoted or inhibited.	By the end of Level 6, students describe different ways to express emotions and the relationship between emotions and behaviour. They describe the influence that personal qualities and strengths have on achieving success. They undertake some extended tasks independently and describe task progress. They identify and describe personal attributes important in developing resilience. Students recognise and appreciate the uniqueness of all people. They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. They identify characteristics of respectful relationships. They contribute to groups and teams suggesting improvements for methods used in group projects and investigations. They identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations.

Levels 7 and 8

Critical and Creative Thinking	Ethical Capability	Intercultural Capability	Personal and Social Capability

Questions and Possibilities

- Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements
- Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives
- Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts

Reasoning

- Examine common reasoning errors including circular arguments and cause and effect fallacies
- Investigate the difference between a description, an explanation and a correlation and scepticism about cause and effect
- Investigate when counter examples might be used in expressing a point of view
- Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions
- Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas

Meta-Cognition

- Consider a range of strategies to represent ideas and explain and justify thinking processes to others
- Examine a range of learning strategies and how to select strategies that best meet the requirements of a task
- Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals

Understanding Concepts

- Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities, and the extent they are and should be valued by different individuals and groups
- Investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought
- Investigate criteria for determining the relative importance of matters of ethical concern

Decision Making and Actions

- Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action
- Discuss the role of context and experience in ethical decision-making and actions

Cultural Practices

- Analyse the dynamic nature of own and others cultural practices in a range of contexts
- Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations

Cultural Diversity

- Identify the challenges and benefits of living and working in a culturally diverse society
- Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community

Self-Awareness and Management

Recognition and expression of emotions

- Describe how and why emotional responses may change in different contexts

Development of resilience

- Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement
- Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals
- Discuss the range of strategies that could be used to cope with difficult tasks or changing situations

Social Awareness and Management

Relationships and diversity

- Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others
- Investigate human rights and discuss how these contribute to a cohesive community
- Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed

Collaboration

- Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team
- Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict

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Achievement Standard	**Achievement Standard**	**Achievement Standard**	**Achievement Standard**

By the end of Level 8, students prioritise the elements of a question and justify their selection. Students demonstrate flexibility in thinking by using a range of techniques in order to repurpose existing ideas or solutions to meet needs in new contexts.

Students explain different ways to settle matters of fact and matters of value and issues concerned with these. They explain and apply a range of techniques to test the strength of arguments.

Students use a range of strategies to represent ideas and explain and justify thinking processes to others. They evaluate the effectiveness of a range of learning strategies and select strategies that best meet the requirements of a task. Students independently segment problems into discrete stages, synthesise new knowledge at intermediate stages during problem-solving and develop and apply criteria to assess ideas, proposals and emerging thinking.

By the end of Level 8, students explain different ways ethical concepts are represented and analyse their value to society, identifying areas of contestability. They articulate how criteria can be applied to determine the importance of ethical concerns.

Students analyse the differences in principles between people and groups. They explain different views on the extent of ethical obligation and analyse their implications for the consequences of and duties involved in ethical decision-making and action. They analyse the role of context and experience in ethical decision-making and action.

By the end of Level 8, students explain how cultural practices may change over time in a range of contexts. They understand how cultural groups can be represented, and comment on the effects of these representations.

Students understand the challenges and benefits of living and working in culturally diverse communities.

By the end of Level 8, students reflect on the influence of emotions on behaviour, learning and relationships. They use feedback to identify their achievements and prioritise areas for improvement. They initiate and undertake some tasks independently, within negotiated time frames and use criteria to review their work. They reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability.

Students explain the impact of valuing diversity and promoting human rights in the community. They explore the values and beliefs of different groups in society. They identify indicators of respectful relationships in a range of social and work-related situations. They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives. They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations.

Levels 9 and 10

Critical and Creative Thinking	Ethical Capability	Intercultural Capability	Personal and Social Capability
Questions and Possibilities • Investigate the characteristics of effective questions in different contexts to examine information and test possibilities • Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions • Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions **Reasoning** • Examine a range of rhetorical devices and reasoning errors, including false dichotomies and begging the question • Examine how to identify and analyse suppressed premises and assumptions • Investigate the nature and use of counter examples structured as arguments • Consider ambiguity and equivocation and how they affect the strength of arguments • Investigate use of additional or refined criteria when application of original criteria does not produce a clear conclusion **Meta-Cognition** • Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases • Investigate how the use of a range of learning strategies can be monitored, evaluated and re-directed as necessary • Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability	**Understanding Concepts** • Investigate the connections and distinctions between and the relative value of concepts including fairness and equality, and respect and tolerance • Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles, considering the influence of cultural norms, religion, world views and philosophical thought • Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues **Decision Making and Actions** • Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches • Investigate how different factors involved in ethical decision-making can be managed by people and groups	**Cultural Practices** • Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others cultural practices • Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts **Cultural Diversity** • Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world • Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion	**Self-Awareness and Management** *Recognition and expression of emotions* • Evaluate emotional responses and the management of emotions in a range of contexts *Development of resilience* • Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge • Analyse the significance of independence and individual responsibility in the completion of challenging tasks • Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection **Social Awareness and Management** *Relationships and diversity* • Analyse how divergent values and beliefs contribute to different perspectives on social issues • Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights • Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships *Collaboration* • Evaluate own and others contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate task achievement and make recommendations for improvements in relation to team goals • Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts
Achievement Standard By the end of Level 10, students construct and evaluate questions, including their own, for their effectiveness. They demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions. Students structure complex valid arguments. They explain and apply a range of techniques to test validity within and between arguments. Students identify, articulate, analyse and reflect on their own and others thinking processes. They use, monitor, evaluate and redirect as necessary a range of learning strategies. Students develop, justify and refine criteria to evaluate the quality of ideas, proposals and thinking processes.	**Achievement Standard** By the end of Level 10, students explain connections and distinctions between ethical concepts, identifying areas of contestability in their meanings and relative value. Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues. They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. They explain how different factors involved in ethical decision-making can be managed.	**Achievement Standard** By the end of Level 10, students critically analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of living in an interconnected and culturally diverse world. They evaluate how intercultural relationships and experiences influence attitudes, beliefs and behaviours in different contexts. Students analyse the components of a cohesive society, and the challenges befits and consequences of maintaining or failing to maintain that cohesion.	**Achievement Standard** By the end of Level 10, students reflect critically on their emotional responses to challenging situations in a wide range of contexts. They demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks. They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges. Students analyse the effects of actions that repress human rights and limit the expression of diverse views. They analyse factors that influence different types of relationships. They 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. They develop and apply criteria to evaluate the outcomes of group tasks and make recommendations for improvements. They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts.