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| **http://www.australiancurriculum.edu.au/File/4C91685B-B619-4149-8CF4-A15500EE2096** |  **Critical and creative thinking continuum GENERAL CAPABILITIES AUSTRALIAN CURRICULUM** |
|  | **Organising** **elements** | **Level 1 At the end of Foundation Year students:** | **Level 2 At the end of Year 2 students:** | **Level 3 At the end of Year 4 students:** | **Level 4 At the end of Year 6, students:** | **Level 5**  **At the end of Year 8, students:** | **Level 6**  **At the end of Year 10, students:** |
| **Inquiring, identifying, exploring and organising information and ideas** | **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  |
| **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  |
| **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  |
| **Generating ideas, possibilities and actions** | **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  |
| **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 situation or problem  | explore situations using creative thinking strategies to propose a range of alternatives | identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions | generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting | speculate on creative options to modify ideas when circumstances change |
| **Seek solutions and put these in 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 |
| **Reflecting on thinking and processes** | **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  |
| **Reflect on process** | identify the main elements of the steps in a thinking process  | outline the details and sequence in a whole task and separate it into workable parts  | identify pertinent information in an investigation and separate into smaller parts or ideas  | identify and justify the thinking behind choices they have made  | evaluate and justify the reasons behind choosing a particular problem-solving strategy | balance rational and irrational components of a complex or ambiguous problem to evaluate evidence  |
| **Transfer knowledge into new contexts** | connect information from one setting to another and identify new meaning  | 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  | justify reasons for decisions when transferring information to similar and different contexts  | identify, plan and justify transference of knowledge to new contexts  |
| **Analysing, synthesising and evaluating reasoning and procedures** | **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  |
| **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 presented with new information  | draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion  | scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action  | differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions  | use logical and abstract thinking to analyse and synthesise complex information to inform a course of action   |
| **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  |

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**Transforming Tasks: Workshop 4**