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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**