General Capabilities

Personal and Social Capability

Self awareness

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Recognise emotions	recognise and identify their own 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 a 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
Recognise personal qualities and achievements	express a personal preference	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
Understand themselves as learners	select tasks they can do in different learning contexts	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
Develop reflective practice	recognise and identify participation in or completion of a task	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 set that contribute to or limit their personal and social capability

Self Management

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Express emotions appropriately	recognise and identify how their emotions influence the way they feel and act	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
Develop self-discipline and set goals	make a choice to participate in a class activity	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
Work independently and show initiative	attempt tasks with support or prompting	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
Become confident resilient and adaptable	identify people and situations with which they feel a sense of familiarity or belonging	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

Social Management

Communicate effectively	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
Work collaboratively	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
Make decisions	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
Negotiate and resolve conflict	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
Develop leadership skills	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

Social Awareness

Appreciate diverse perspectives	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
Contribute to civil society	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
Understand relationships	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

General Capabilities

Recognising culture and developing respect

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

Interacting and empathising with others

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

Reflecting on intercultural experiences and taking responsibility

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

General Capabilities

Critical and Creative Thinking

Inquiring – identifying, exploring and organizing information and ideas

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

Analysing, synthesizing 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

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 processes	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	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

General Capabilities

ICT Capability

Investigating with ICT

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
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 what needs to be investigated	use ICT to plan an information search or generation of information, recognising some pattern within the information,	use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating, further information	use a range of ICT to analyse information in terms of implicit patterns and structures as a basis to plan an information search or generation	select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation
Locate generate and access data and information	use icons to locate or generate required information	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 criteria	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 or information and sources
Select and evaluate data and information	explain how located data or information was used	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 understandings

Communicating with ICT

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

Creating with ICT

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
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

Applying social and ethical protocols and practices when using ICT

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
Apply digital information security practices	follow class rules about using digital information	follow class rules about applying selected standard guidelines and techniques to secure digital information	independently apply standard guidelines and techniques for particular digital systems to secure digital information	independently apply strategies for determining and protecting the security of digital information and assess the risks associated with online environments	independently apply strategies for determining the appropriate type of digital information suited to the location of storage and adequate security for online environments	use a range of strategies for securing and protecting information, assess the risks associated with online environments and establish appropriate security strategies and codes of conduct
Apply personal security protocols	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 contexts	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 with local and global communities
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

Managing and Operating ICT

Select and use hardware and software	identify and safely operate ICT systems to complete relevant simple specified tasks and seek help when encountering a problem	identify and safely operate a selected range of appropriate devices, software, functions and commands when operating an ICT system and attempt to solve a problem before seeking help	identify and independently operate a range of devices, software, functions and commands, taking into consideration ergonomics when operating appropriate ICT systems, and seek solutions when encountering a problem	select from, and safely operate, a range of devices to undertake specific tasks and use basic troubleshooting procedures to solve routine malfunctions	independently select and operate a range of devices by adjusting relevant software functions to suit specific tasks, and independently use common troubleshooting procedures to solve routine malfunctions	justify the selection of, and optimise the operation of, a selected range of devices and software functions to complete specific tasks, for different purposes and in different social contexts
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
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

General Capabilities

Ethical Understanding

Understanding ethical concepts and issues

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

Reasoning and decision making

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
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
Consider consequences	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
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

Exploring values, rights and responsibilities

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