# Government of South Australia LogoSACE Board LogoCapabilities Policy

The capabilities comprise an integrated and interconnected set of knowledge, skills, and understandings that students develop and use in their learning through SACE subjects.

Students develop their ‘capabilities’ when they apply knowledge and skills confidently, effectively and appropriately in changing circumstances, both in their learning at school, and their training and lives outside school.

Through its subjects, the SACE Board fosters the development of a common set of capabilities to ensure that all students, whatever their learning pathways, are able to develop and demonstrate the knowledge, skills, and understandings for success in the SACE and beyond.

Principles

The following principles guide the integration of the capabilities in the SACE:

* that SACE is underpinned by a set of capabilities
* that all SACE subjects include the capabilities as appropriate in both curriculum and assessment
* that all students are entitled to build upon their understanding and development of the capabilities as they are essential to the development of successful learners, confident and creative individuals, and active and informed citizens.

Statement

There are seven capabilities that underpin the SACE:

* literacy
* numeracy
* information and communication technology capability
* creative and critical thinking
* personal and social capability
* ethical understanding, and
* intercultural understanding.

This set of seven capabilities, which have as their basis the Australian Curriculum General Capabilities, will be referred to in the SACE as the ‘Capabilities’.

The development of these capabilities in students should be purposeful because they describe the knowledge, skills, and understandings essential for people to act in effective and successful ways. The development of capabilities in students aims to support them to become successful learners, confident and creative individuals, and active and informed citizens.

All SACE Board-accredited subjects will integrate the seven capabilities as appropriate in curriculum and assessment.

The framework of capabilities, as defined and scoped in 4.0 below, will be interpreted and applied through the SACE Board-accredited subjects.

Definition and scope of the capabilities

The purpose of the capabilities is to develop in students the knowledge, skills, and understandings to be successful learners, confident and creative individuals, and active and informed citizens. The relationship of the capabilities and their central purpose can be illustrated in the following way:

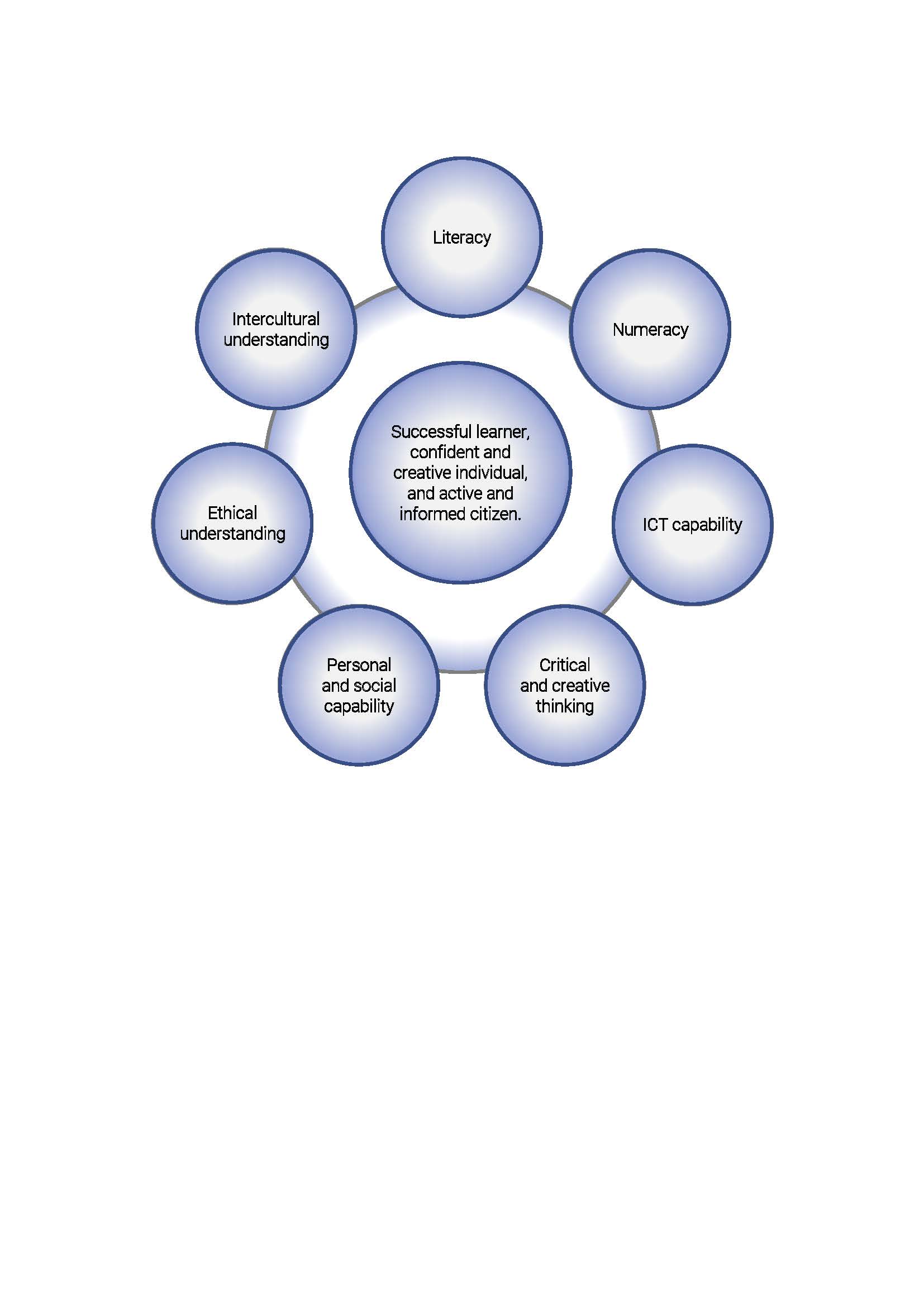


Diagram extracted from page 3, Australian Curriculum, Assessment and Reporting Authority, *General Capabilities in the Australian Curriculum,* January 2013.

Each of the capabilities can be expressed in a number of ‘organising elements’ (ACARA, 2013), and can be interpreted and applied in various contexts.

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| Capabilities | Organising Elements | Possible Contextual Applications |
| Literacy | * text knowledge * visual knowledge * word knowledge * grammar knowledge * comprehending texts * composing texts. | * literacy and learning * social communication * workplace communication * social practices * power of language * understanding: * context, audience, purpose * representation * language * media * languages * first language * journalism * visual literacy * presentation * debate |
| Numeracy | * 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. | * numeracy and learning * understanding and using: * numerical data * budgets * workplace skills * financial literacy * data analysis * proportional reasoning * predictive skills * scale * modelling * critical numeracy * spatial awareness * relationships, comparisons, similarities. |
| Information and Communication Technology Capability | * investigating with ICT * communicating with ICT * creating with ICT * managing and operating ICT * applying social and ethical protocols and practice when using ICT. | * local, national, international communication * multimodal literacies * social media * responsibility * ethical protocols * graphical representation * access to: * news * information * data * technology in work places |
| Critical and Creative Thinking | * inquiring, identifying, exploring and organising information and ideas * generating ideas, possibilities and actions * reflecting on thinking, actions and processes * analysing, synthesising, and evaluating information. | * thought and reasoning * inquiry * ideation * knowledge and understanding * learning and metacognition * application of skills * accessing, organising, using information * problem-solving * imagination * creativity * enterprise * resourcefulness * entrepreneurship * research literacy * collaborative thinking |
| Personal and Social Capability | * self-awareness * self-management * social awareness * social management. | * personal identity * personal goals * resilience, self-esteem, self-efficacy, well-being * interaction * work, employment, vocation, occupation * managing relationships * participation in the workplace * volunteerism * decision-making * contribution to teams * contribution to groups * family * community * social life * shared rights and obligations |
| Ethical Understanding | * understanding ethical concepts and issues * reasoning in personal decision-making and actions * exploring values, rights and responsibilities. | * social issues * ethics * perspectives * beliefs * integrity * right and wrong * freedom * truth * principles * social values * dilemma * fairness * social justice * government * politics |
| Intercultural Understanding | * recognising culture and developing respect * interacting and empathising with others * reflecting on intercultural experiences and taking responsibility. | * civil society * globalisation * international integration * community * local, national, global citizenship * openness, respect * responsibility * ideology * meaning-making * diaspora * public, private * multiple identities * group and national identities * culture * language * diversity |