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## *Table 1: Critical and Creative Thinking learning continuum version 9.0*

| **INQUIRING** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Sub-element** | **Level 1 (Foundation)** | **Level 2**  **(Years 1–2)** | **Level 3**  **(Years 3–4)** | **Level 4**  **(Years 5–6)** | **Level 5**  **(Years 7–8)** | **Level 6**  **(Years 9–10)** |
| **Develop questions** | develop questions to explore a familiar idea or topic  questions developed reflect their curiosity about the world | develop questions to explore a familiar idea or topic  questions developed are fit for the purpose of the investigation | develop questions to examine unfamiliar ideas and topics  questions developed support the process of improving knowledge and understanding about a topic or investigation | develop questions to examine unfamiliar ideas and topics  questions developed focus on improving understanding about a topic and clarifying information about processes or procedures | develop questions to investigate complex issues and topics  questions developed assist in forming an understanding of why phenomena or issues arise | develop questions to investigate complex issues and topics  questions developed facilitate increasing understanding of abstract ideas and concepts |
| **Identify, process and evaluate information** | identify and explore relevant points in information provided on a topic  prioritise the information that is most relevant to the topic of study | identify and explore relevant information from a range of sources, including visual information and digital sources  identify and explain similarities and differences in selected information | identify and examine relevant information and opinion from a range of sources, including visual information and digital sources  condense and combine selected information related to the topic of study | identify and examine relevant information and opinion from a range of sources, including visual information and digital sources  compare information and opinion that can be verified against claims based on personal preference | identify and clarify significant information and opinion from a range of sources, including visual information and digital sources  evaluate the accuracy, validity and relevance of the information and opinion to the topic of study | identify and clarify significant information and opinion from a range of sources, including visual information and digital sources  evaluate the information selected to determine bias and reliability |

| **GENERATING** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Create possibilities** | use imagination to create possibilities by exploring and connecting ideas in ways that are new to them | create possibilities by connecting or creatively expanding on ideas in ways that are new to them | create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways | create possibilities by changing, combining or elaborating on new and known ideas in a variety of creative ways | create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations | create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations |
| **Consider alternatives** | consider alternatives by suggesting a different way to approach a given task or problem | consider alternatives and explore different or creative ways to approach a task or problem | consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option | consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option | consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option | consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change |
| **Put ideas into action** | put ideas into action through trial-and-error experiences | put ideas into action by experimenting with options and predicting possible results | put ideas into action by predicting an outcome, trialling options and assessing their effectiveness | put ideas into action by predicting potential or future outcomes and systematically testing a range of options | put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations | put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations |

| **ANALYSING** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Interpret concepts and problems** | identify the main parts of a concept or problem | identify the main parts of a concept or problem and describe how these relate to each other | identify and prioritise significant elements and relationships within a concept or problem | identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area | identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context | identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context |
| **Draw conclusions and provide reasons** | draw conclusions and make choices when completing tasks and identify the reasons for choices made | draw conclusions and make choices when completing tasks and explain the reasons for choices made | draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made | draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made | draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made | draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations |
| **Evaluate actions and outcomes** | evaluate whether they are satisfied with the outcome of tasks or actions | evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions | evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions | evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions | evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions | evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions |

| **REFLECTING** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Think about thinking (metacognition)** | identify thinking and learning strategies used when completing activities and drawing conclusions | identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions | select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions | identify and reflect on thinking and assumptions when completing activities or drawing conclusions  invite alternative perspectives or feedback in order to improve future outcomes | reflect on the thinking and processes used when completing activities or drawing conclusions  invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches | reflect on the thinking and processes used when completing activities and drawing conclusions  identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback |
| **Transfer knowledge** | connect ideas and information between familiar learning experiences | use ideas and information from a previous experience to inform similar learning experiences | use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context | apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose | transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made | identify, plan and justify opportunities to transfer knowledge into new contexts |