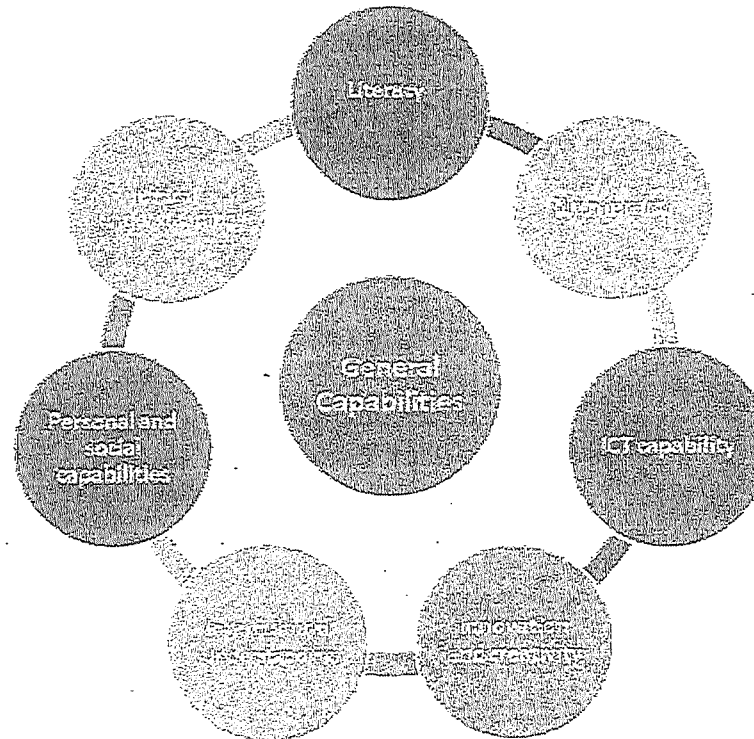# 7 SACE Capabilities

When you study the SACE you continue to develop capabilities to live, learn, work, and participate successfully in an ever-changing society. These are important skills to have when you graduate and leave high school. The 7 SACE capabilities include:

- Literacy
- Numeracy
- Information Communication Technology (ICT)
- Personal and Social
- Critical and Creative Thinking
- Ethical Understanding
- Intercultural Understanding

Below is a table to help you understand what the capabilities mean and examples of where they are used in everyday life. Use this document to help you complete the task.

Capability	PLP SACE Definition	Organising Elements	Student Example
Literacy	• identifying and developing literacy and communication skills, appropriate to personal and learning goals, further study, pathways, work, and specific workplaces • Choosing and using appropriate language and ways to communicate with a range of people, in different situations and contexts • interpreting information from a variety of texts (oral, written, and multimodal) to support decisions about personal and learning goals and pathways • explaining, discussing, and reviewing their personal and learning goals, as well as decisions about the future, using appropriate communication (oral, written, and multimodal)	*Text Knowledge* • use knowledge of text structures • use knowledge of text cohesion *Visual knowledge* • understand how visual elements create meaning *Word knowledge* • understand learning area vocabulary • use spelling knowledge. *Grammar knowledge* • use knowledge of sentence structure • use knowledge of words and word groups • express opinion and point of view. *Comprehending texts* • navigate, read and view different texts • listen and respond different texts • interpret and analyse different texts. *Composing texts* • compose spoken, written, visual and multimodal learning area texts • use language to interact with others • deliver presentations.	• Reading, writing and doing school work, especially English • Using social media e.g.: sending messages via Facebook Messenger • Sending text messages to friends and family • Reading a work roster • Reading and learning menus, procedures and instructions in the workplace • Reading as a hobby (novels, newspapers, blogs, recipe books etc.) • Watching films and documentaries • Doing an oral presentation to communicate different ideas and things you have learnt • Giving a speech at a friend or family members birthday • Writing a journal • Writing stories

Capability	PLP SACE Definition	Organising Elements	Student Example
umeracy meracy involves ognising and derstanding the e of mathematics the world and ving the ability to e mathematical owledge and lls purposefully	• identifying and developing numeracy skills appropriate to personal and learning goals, further study pathways, work, and specific workplaces • understanding information in diagrams, maps, graphs, and tables • Drawing conclusions to make future decisions based on current trends, in such areas as workforce projections, rates of pay, and workforce demographics • Explaining, discussing, and reviewing their personal and learning goals, and decisions about the future, using numerical representations to support their work.	***Estimating and calculating with whole numbers*** ○ understand and use numbers in context • estimate and calculate • use money ***Recognise and using patterns and relationships*** • Identifying trends ○ Describing a range of rules and relationships to predict patterns • Applying understanding of patterns to solve problems ***Using fractions, decimals, percentages, ratios and rates*** ***Using spatial reasoning*** • visualise 2D shapes and 3D objects • interpret maps and diagrams ***Interpreting statistical information*** ○ interpret data displays • interpret chance events. ***Using measurement*** • estimate and measure with metric units • operate with clocks, calendars and timetables	• working with numbers, especially in Maths lessons • Using measurement, area and volume in woodwork, metal work or construction subjects/courses • Using fractions, measurement, division and multiplication in Home Economics to measure ingredients and portions • Learning how to use a stove • Reading maps or GPS to work out your current location and how to get to where you want to go • Tallying up your results in games and sports • Participating in Footy Tipping (Chance) • Checking your payslip to make sure it is accurate • Making a personal study/homework timetable • Reading train and bus timetables • Budgeting and saving for household items, food expenses, mobile phone plans/credit and other items

Capability	PLP SACE Definition	Organising Elements	Student Example

Information Communication Technology (ICT)	- identifying and developing information and communication technology capabilities appropriate to personal and learning goals, further study pathways, work, and, specific workplaces
	
	- using information about the impact of current and emerging technologies on workforce projections and demographics when planning career choices
	
	- explaining, discussing, and reviewing their personal and learning goals, and decisions about the future, using appropriate technologies.
		Investigating with ICT
		  - Define and plan information searches
		  - Locate, generate and access data and information
		  - Select and evaluate data and information
		
		Communicating with ICT
		  - Collaborate, share and exchange using ICT
		  - Understand computer modified communications
		
		Creating with ICT
		  - Generate ideas, plans and process using ICT
		  - Generate solutions to challenges and taks
		  - Create texts and objects using ICT
		
		Managing and Operating ICT
		  - Select and use hardware and software programs
		  - Understand ICT systems
		  - Manage digital data
		
		Applying social and ethical protocols and practice when using ICT
		  - Recognise intellectual property
		  - Apply digital information security practices
		  - Apply personal security protocols
		  - Identify the impacts of ICT in society
			- Making sensible use of social media sites
			
			- Keep up with what is happening around the world through ICT eg news reports, online articles etc. *And contive using skills to entrace my Ausdils*
			
			- Take responsibility for what you choose to share about yourself and others on the internet
			
			- Researching different topics on the internet
			
			- Use ICT to create graphs, spreadsheets, table and diagrams to communicate ideas or information
			
			- Using email to communicate with friends, family, teachers or work colleagues
			
			- Presenting a task using a multi-modal format (PowerPoint, podcast, webpage)
			
			- Using ICT to create images and manage, store or alter photographs
			
			- Learning how to use different computer programs for school and hobbies
			
			- Using ICT responsibly, respecting others and not plagiarizing others work or creations

Capability	PLP SACE Definition	Organising Elements	Student Example
ersonal nd Social is capability is veloped ough learning understand e s self and ners, manage ir relationships, es, work and arning ectively. This volves cognising and gulating iotions, veloping ipathy for iers and derstanding ationships, tablishing and ilding positive ationships, iking sponsible cisions, working ectively in ams, handling allenging uations nstructively and veloping idership skills	• identifying and understanding how personal skills, abilities, and achievements relate to personal and learning goals • developing personal attributes and aptitudes, in areas such as confidence, self-discipline, goal-setting, independence, resilience, initiative, and adaptability • recognising how community involvement develops an appreciation of diverse perspectives, makes a contribution to civil society, and creates an understanding of relationships • building interpersonal and intrapersonal skills in areas such as effective communication, working collaboratively, decision-making, conflict resolution, and leadership • working effectively in teams and handling challenging situations constructively • building links with others — locally, nationally, and/or globally.	*Self Awareness* • Recognise emotions • Recognise personal qualities and achievements • Understanding themselves as learners • Be able to reflect of events *Self Management* • Express emotions appropriately • Develop self discipline and set goals • Work independently • Show initiative • Become confident, resilient and adaptable in different situations and contexts *Social Awareness* • Appreciate diverse perspectives • Contribute to civil society • Understand relationships *Social Management* • Communicate effectively • Work collaboratively with others • Make decisions • Negotiate and resolve conflict • Develop leadership skills	• Thinking about strengths and weaknesses and how I can improve on them • Learning a new skill or pursue a new hobby • Learning how to drive • Participate in work experience or become a volunteer • Develop interpersonal skills, like talking to new people • Keep fit and eat well • Play a team sport to develop teamwork and group work skills • Help out with household tasks and develop positive relationships with siblings, grandparents and family • Care for a pet • Recongise that we are all responsible for our community, city and country and that everyone can care for it and contribute to it in someway • Managing emotions and temper, or seeking help if I know this is something I struggle with • Consider the emotions of others

Capability	PLP SACE Definition	Organising Elements	Student Example

Critical and creative thinking
 	
Critical and creative thinking is developed through generating and evaluating knowledge, clarifying concepts and ideas, seeking possibilities, considering alternatives and solving problems. Critical and creative thinking involves thinking broadly and deeply using reason, logic, resourcefulness, imagination and innovation.
	• identifying and exploring the usefulness of different strategies to achieve personal and learning goals
	
	• posing questions and identifying and clarifying information and ideas
	
	• imagining possibilities and courses of action to achieve personal goals, explore learning directions, and identify work and training opportunities
	
	• making informed decisions about their learning by monitoring, reviewing, and refining their progress towards personal and learning goals
	
	• explaining, discussing, and reviewing their learning and their participation in paid, unpaid, and voluntary work, and its relationship to personal and learning goals
	
	• exploring the place of creativity and innovation in learning, the workplace, and community life
		Inquiring, identifying, exploring and organizing information and ideas
		  • Pose questions –
		  • Identify and clarify information and ideas
		  • Organise and process information
		
		Generating ideas, possibilities and actions
		  • Imagine possibilities and connect ideas
		  • Consider alternatives
		  • Seek solutions
		
		Reflecting on thinking and processes
		  • Thinking about thinking (metacognition)
		  • Reflect on processes
		  • Transfer knowledge into new contexts
		
		Analysing, synthesizing and evaluating reasoning and procedures
		  • Applying logic and reasoning
		  • Drawing conclusions and design a course of action
		  • Evaluate procedures and outcomes
			• Thinking deeply about novels I have read in English and how their stories and messages relate to my life at this time
			
			• Reading a variety of information for my assignment topic and then deciding what information is most reliable and useful
			
			• Organising my work logically
			
			• Thinking about my performance and what I can do to grow and develop
			
			• Accepting that there will be set backs and learn how to focus on moving past them
			
			• Working out how to use resources, equipment or materials I already have in a better way, even if it means using them in an unusual or unexpected way
			
			• Telling other people about ideas can help to improve them.

Capability	PLP SACE Definition	Organising Elements	Student Example

Ethical Understanding
 	
An ethical understanding is developed by identifying and investigating the nature of ethical concepts, values and character traits, and understanding how reasoning can assist ethical judgment. Ethical understanding involves building a strong personal and socially oriented ethical outlook to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.
	• understanding how ethical issues and dilemmas arise in personal and public situations
	
	• reflecting on actions and their consequences, in areas such as learning and workplace decision-making
	
	• exploring personal values and various points of view to understand individual and group rights and responsibilities
	
	• considering workplace safety and ethical principles, practices, and procedures
	
	• developing ethical sustainable practices in the workplace and the community.
		Understanding Ethical Concepts and Issues
		   • Recognise ethical concepts
		   • Explore ethical concepts in context
		
		Reasoning in Decision Making and Actions
		   • Reason and make ethical decisions
		   • Consider consequences
		   • Reflect on ethical action
		
		Exploring Values, Rights and Responsibilities
		   • Examine values
		   • Explore rights and responsibilities
		   • Consider points of view
			• Understand clearly what the difference is between right and wrong
			
			• Ask for help making decisions if I am not sure what to do
			
			• Weigh up 'options' before I decide what to do (Pros and Cons)
			
			• Have empathy for others
			
			• Think about my values, rights and responsibilities as well as those around me
			
			• Learn about the legal system
			
			• Learn about social and environmental issues in Australia/overseas and think about ways that the governments and individuals could respond
			
			• Listen to what political groups have to say and ask myself if their ideas agree with my own values, as I will have to vote one day
			
			• Investigate the rights of a child
			
			• Investigate animal rights

Capability	PLP SACE Definition	Organising Elements	Student Example
Intercultural Understanding This capability is developed as one learns to value their own cultures, languages and beliefs and those of others. An understanding of how personal, group and national identities are shaped and the variable and changing nature of culture is developed. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.	• learning about and developing respect for people's social and cultural backgrounds, to enable people to live and work together • developing empathy and understanding by interacting and creating connections with others in a variety of situations • exploring the concept of global citizenship, including the impact on their roles and responsibilities in future learning and work environments • developing skills to relate to, and move between, cultures • acknowledging the social, cultural, linguistic, and religious diversity of a nation, including Aboriginal and Torres Strait Islander societies in Australia.	*Recognising culture and Developing Respect* • Investigate culture and cultural identity • Explore and compare cultural knowledge, beliefs and practices • Develop respect for cultural diversity *Interacting and Emapthising with Others* • Communicate across cultures • Consider and develop multiple perspectives • Empathise with others *Reflecting on intercultural experiences and taking responsibility* • Reflect on intercultural experiences • Challenge stereotypes and prejudices • Mediate cultural difference	• Learn about cultures and respect them • Learn another language • Enjoy trying different international cuisines • Find out what is politically correct when you interact in unfamiliar cultural situations • Travel to other parts of the world to learn about other cultures and ways of living • Be involved in other cultural traditions to learn more about that culture