UNPACKING THE CORE COMPETENCES OF THE STANDARD BASE CURRICULUM (NaCCA)

CORE COMPETENCES	SUBSKILLS			SUB-SKILLS			SUB-SKILLS		
	KG 1-2			B1-B6			B7-B10		
	LISTENING	PRESENTING	TEAM WORK	LISTENING	PRESENTING	TEAM WORK	LISTENING	PRESENTING	TEAM WORK
COMMUNICATION AND COLLABORATION	Listen to others for a short time	Speak clearly to convey simple ideas.	Take turns in conversation	Listen and ask relevant questions based on what was heard	Ability to accurately produce sounds in words	Take on different roles in their team to complete a task.	Identify words or sentences in context or appropriately	Speak clearly and explain ideas. Share a narrative or extended answer while speaking to a group	Demonstrate behaviour and skills of working towards group goals
	Listen and follow simple instructions	Convey simple answers or thoughts.	Make a contribution towards a task as part of a group.	Listen to multiple speakers, retain the information and give a basic account	Apply and vary pitch, loudness, intonation and quality of voice	Relate with team and find ways to resolve a disagreement	Interpret correctly and respond to non- verbal communication such as facial expressions, cues and gestures	Explain ideas in a clear order with relevant detail, using conjunctions to structure and speech.	Understand and use interpersonal skills
	Understand sound in words	Identify and usual visual means such as drawing and figures to express ideas		Identify and explain the different purposes of speech	Logically order information in a way that could be understood by an audience.	Think beyond their task and actively support other team members to complete their task.	Provide feedback in areas of ideas, organisation, voice, word choice and sentence fluency in communication	Apply appropriate diction and structure sentences correctly for narrative, persuasive, imaginative and expository purposes	Understand roles during group activities
				Follow and take part in a group discussion and express opinions	Use appropriate language structure and gesture to engage audience.	Help team make decisions and make own suggestions.	Identify underlying themes, implications and issues when listening	Anticipate different responses from the audience and plan for them.	Ability to keep group working on relevant activities

				Apply prewriting skills and strategies to generate ideas, clarify purpose and define audience	Identify and usual visual means such as drawing and figures to express ideas	Understand and relate with others meaningfully	Identify and analyse different points of views of speaker	Can vary the level of detail and the language use when presenting to make it appropriate to the audience.	Can see the importance of including all team members in discussions and actively encourage contributions from their peers in their team
						Ability to contribute ideas and resources for presentation of findings			Ability to work with all group members to complete a task successfully
						Understand and do different kinds of activities to help group complete a task successfully			Effectively perform multiple roles within the group
						Help identify group goals and show commitment to group goals			Demonstrate an awareness of the wider team dynamics and work against negative conflict in the team
						Understand and be empathic of group members			

	CRITICAL THINKING	PROBLEM SOLVING	CRITICAL THINKING	PROBLEM SOLVING	CRITICAL THINKING	PROBLEM SOLVING
CRITICAL THINKING AND PROBLEM SOLVING	Can weigh options and make a choice	Following instructions to solve a problem.	Identify and explain simple problems	Ability to understand features of a problem	Ability to combine Information and ideas from several sources to reach a conclusion	Ability to effectively define goals towards solving a problem
	Ask for help when need be, where and whom.	Ask for support in overcoming difficulties.	Have the desire to find extra information.	Ask for support to solve a problem.	Analyse and make distinct judgment about viewpoints expressed in an argument	Ability to explain plans for attaining goals
			Come up with different ways to solve a problem.	Identify extra information to solve a problem.	Create simple logic trees to think through problems	Identify important and appropriate alternatives
			Use pros and cons to pick the best way of solving a simple problem	Appreciate and explain the many different ways	Generate hypothesis to help answer complex problems	Ability to identify important and appropriate criteria to evaluate each alternatives
			Identify and demonstrate misconceptions about a generalised concept or fact specific to a task or situation	Articulate a problem and evaluate alternative possible solutions	Can effectively evaluate the success of solutions they have used to attempt to solve a complex problem	Ability to select alternative(s) that adequately meet selected criteria
					Demonstrate a thorough understanding of a generalised concept and facts specific to task or situation	Preparedness to recognise and explain results after implementation of plans
					Provide new insight into controversial situation or task	Implement strategies with accuracy
					Identify and prove misconceptions about a generalised concept or fact specific to a task or situation	

	PERSONAL DEVELOPMENT	LEADERSHIP	PERSONAL DEVELOPMENT	LEADERSHIP	PERSONAL DEVELOPMENT	LEADERSHIP
					Identify and explain a confusion, uncertainty, or a contradiction surrounding an event	
					Develop and defend a logical plausible resolution to a confusion, uncertainty or contradiction surrounding an event	
PERSONAL DEVELOPMENT AND LEADERSHIP	Ability to describe one's feeling.	Show desire and preparedness to take initiatives	Development of self-awareness to recognise strengths and weaknesses.	Ability to assign roles to group members	Build a concept and understanding of one's self (strength and weaknesses, goals and aspiration, reaction and adjustment to novel situation)	Ability to serve group members effectively
	Ability to describe team mates' feelings.	Exhibit knowledge of duties expected of them	Recognise one's emotional state and preparedness to control their emotions	Ability to identify when members need support or assistance.	Demonstrate sense of feeling or belongingness to a group	Division of task into solvable units and assign group members to task units
	Appreciation of one's appearance and others'		Desire to accept one's true self and overcome weakness	Delegate responsibility among peers and encourage them	Recognise one's emotional state and preparedness to apply emotional intelligence	Ability to manage time effectively
			Ability to set and maintain personal standards	Contribute to team discussion to reach a consensus on which action to take.	Ability to understand one's personality trait	Ability to manage and resolve conflict
				Assign tasks and help team mates.	Desire to accept one's true self and overcome weakness	Ability to monitor team members to ascertain progress
				Resolve disagreements between peers.	Ability to set and maintain personal standards and values	Ability to mentor peers

					Actively promote effective group interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and background of others
					Actively assist group identify changes or modifications necessary in the group activities and work towards carrying out those changes

CULTURAL IDENTITY AND GLOBAL CITIZENSHIP	CULTURAL IDENTITY	GLOBAL CITIZENSHIP	CULTURAL IDENTITY	GLOBAL CITIZENSHIP	CULTURAL IDENTITY	GLOBAL CITIZENSHIP
	Exhibit awareness of family name	Exhibit knowledge of taking care of the environment	Exhibit awareness of common cultural practices, beliefs, norms and values	Identify and appreciate different cultures of the world	Show a strong sense of belongingness to one's culture	Understanding of influences of globalisation on traditions, languages and cultures
	Ability to exhibit knowledge of acceptable manners	Show acknowledgement and appreciation of others' culture	Exhibit skills in evaluating beliefs, ethics and norms	Desire and preparedness to derestrict one's self from thing one knows, love and comfortable with and give in for appropriate change	Develop and exhibit ability to defend one's cultural beliefs, practices and norms	Recognise resistance to global practices that are inimical to our culture
	Believe in basic cultural practices	Show responsibility for things within the environment	Assess and accept cultural dynamism	Ability to think deeply and critically about practices that are equitable and just globally	Develop and express respect, recognition and appreciation of others' culture	Know the global discourse about the roles of males and females
			Develop confidence in standing up for	Understand the need to desist from	Develop and exhibit a sense of cultural identity	

	KNOWLEDGE, UNDERSTANDING, SKILLS AND STRATEGIES	REFLECTION AND EVALUATION	KNOWLEDGE, UNDERSTANDING, SKILLS AND STRATEGIES	REFLECTION AND EVALUATION	KNOWLEDGE, UNDERSTANDING, SKILLS AND STRATEGIES	REFLECTION AND EVALUATION
			one's belief and norms	practices that are harmful to our planet		Exhibit a sense of nationality and global identity
					Adjustment to the demands of customs, traditions, values and attitudes of society	
CREATIVITY AND INNOVATION	Role play real world settings	Imagining and seeing things differently	Exhibit skill of inquisitiveness and curiosity	Preparedness to reflect on approaches to creative task and evaluate the effectiveness of tools used	Ability to look at alternatives in creating new things	Exhibit strong memory, intuitive thinking; and respond appropriately
	Ability to imagine different things	Preparedness to share experiences and express thinking behind thoughts and processes	Ability to think independently; respond to ideas, questions, tasks or problems in a different way	Ability to select the most effective creative tools for working and give reasons	Ability to merge simple/ complex ideas to create novel situation or thing	Ability to reflect on approaches to creative task and evaluate the effectiveness of tools used
	Exhibit skills of being inquisitive and curious		Generate multiple ideas from initial idea.	Being open-minded, adapting and modifying ideas to achieve creative results	Identification of requirements of a given situation and justification of more than one creative tool that will be suitable	Ability to select the most effective creative tools for working and preparedness to give explanations
	Ability to think independently; respond to ideas, questions, tasks or problems outside the box		Identify and use different component of ideas to create new things.	Look and think about things from different perspective	Ability to visualise alternatives, seeing possibilities, problems and challenges	Imagining and seeing things in a different way
			Use mind mapping as a creative tool to support how to generate, develop and link ideas.	Recognise and generalise information and experience ; search for trends and patterns	Ability to try alternatives and fresh approaches	Anticipate and overcome difficulties relating initiatives

			Use of skills of visualising alternatives, seeing possibilities, problems and challenges	Interpret and apply learning in new context	Understand and use analogies and metaphor	Being open-minded, adapting and modifying ideas to achieve creative results
			Putting forward constructive comments, ideas, explanations and new ways of doing things	Make observations about others' perspective and values	Putting forward constructive comments, ideas, explanations and new ways of doing things	Look and think about things differently and from different perspective
			Generate and merge simple ideas	Reflect on work and explore thinking behind thoughts and processes		Recognise and generalise information and experience ; search for trends and patterns
						Interpret and apply learning in new context
						Reflect on work and explore thinking behind thoughts and processes

	PHOTO-VISUAL AND INFORMATION LITERACY	SOCIO-EMOTIONAL AND REPRODUCTION	PHOTO-VISUAL AND INFORMATION LITERACY	SOCIO-EMOTIONAL AND REPRODUCTION	PHOTO-VISUAL AND INFORMATION LITERACY	SOCIO-EMOTIONAL AND REPRODUCTION
DIGITAL LITERACY	Communicate appropriately with digital tools	Ability to handle and manipulate simple digital tools	Ability to research and communicate information	Use synthetic and dynamic thinking abilities to create meaningful new combinations from existing information	Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem	Understand sociological and emotional aspects of work in cyberspace
	Exhibit understanding of skills in using digital devices	Show care for digital tools	Understand and undertake offline reading	Create and use digital content	Ability to recognise and avoid traps in cyberspace	Use digital tools to create novel things
			Communicate appropriately with digital tools	Learn to use digital content in an online space	Ability to find and consume digital content	Adhere to behavioural protocols that prevail in cyberspace
			Exhibit understanding of skills in using digital devices	Understand appropriate and inappropriate behaviour in cyberspace and their implications	Ability to construct knowledge from a non-linear hyper textual navigation	Recognition of societal issues raised by digital technologies
			Communicate appropriately with digital tools	Apply safest online practices	Evaluate the quality and validity of information	Knowledge and recognition of ethical use of information
			Recognise ownership of information	Understand and apply proper social habits in cyberspace	Preparedness to make better decision with information at hand	
			Decode and understand photo-visual messages easily and fluently			

Please note these inclusivity issues:

The core competencies outlined in this document must be assessed with consideration of people with special needs (physical disabilities, learning disabilities etc.). Consider the use of realia for those with visual disabilities and visual learners.

A system of creating alternatives for task must also be adopted.