

# General capabilities: Level 1 overview

## Prep – Year 10 Australian Curriculum

This resource provides an overview of the Australian Curriculum General Capabilities: Level 1. It can be used to support the planning of teaching, learning and assessment for students in the Preparatory Year and/or those working with the levels prior to Foundation.

### Literacy 1a – 1d

Interrelated elements	Level	Typically, prior to Prep, students:	
Overarching processes	Comprehending texts through listening, reading and viewing	1a	use behaviours that are not intentionally directed at another person to: <ul style="list-style-type: none"> <li>attend to, respond to or show interest in familiar people, texts, events and activities</li> </ul>
		1b	use informal behaviours that show consistent anticipation of events in regular routines to: <ul style="list-style-type: none"> <li>attend consistently to familiar texts</li> <li>respond consistently to social interactions with familiar people</li> <li>demonstrate anticipation of predictable events</li> <li>respond to questions</li> <li>respond to requests</li> </ul>
		1c	use conventional behaviours and/or concrete symbols consistently in an increasing range of environments and with familiar and unfamiliar people to: <ul style="list-style-type: none"> <li>respond to a sequence of gestures, objects, photographs and/or pictographs, for example follow a visual schedule to complete a task</li> <li>respond to texts with familiar structures, for example by responding to a question</li> <li>respond to requests</li> </ul>
		1d	use conventional behaviours and/or abstract symbols consistently in different contexts and with different people to: <ul style="list-style-type: none"> <li>work out the meaning of texts with familiar structures, such as illustrated books, printed words, Braille texts and pictographs, using knowledge of context and vocabulary</li> <li>respond to questions, sequence events and identify information from texts with familiar structures</li> <li>use information in texts to explore a topic</li> </ul>
	Composing texts through speaking, writing and creating	1a	use behaviours that are not intentionally directed at another person to: <ul style="list-style-type: none"> <li>refuse or reject</li> <li>reflect a preference or desire</li> <li>reflect state of wellbeing, for example contentment, joy, worry, pain</li> <li>reflect a physical state, for example hot, cold, nausea</li> </ul>
		1b	use informal behaviours to intentionally communicate a single message consistently in familiar environments with familiar people, such as to: <ul style="list-style-type: none"> <li>refuse or reject</li> <li>express a preference</li> <li>request the continuation of an activity</li> <li>request something new</li> <li>request more</li> <li>request attention</li> </ul>
		1c	use conventional behaviours and/or concrete symbols to intentionally communicate more than one idea at a time consistently across an increasing range of environments with familiar and unfamiliar people, such as to: <ul style="list-style-type: none"> <li>refuse or reject</li> <li>request items, people or events present at the time</li> <li>create texts, for example to comment on a recent event, story or shared experience</li> </ul>
		1d	use conventional behaviours and/or abstract symbols consistently in different contexts and with different people to communicate intentionally and consistently in different contexts and with different people to: <ul style="list-style-type: none"> <li>create texts with familiar structures such as speech, simple print texts, keyboard texts, illustrations, pictographs</li> <li>comment on people, events and objects in the past, present and future and to ask questions</li> <li>convey knowledge about learning area topics</li> </ul>

## Literacy 1e

Interrelated elements		Typically, by the end of Prep, students:		
Overarching processes	<b>Comprehending texts through listening, reading and viewing</b>	navigate, read and view simple texts with familiar vocabulary and supportive illustrations	listen and respond to brief questions and one and two step instructions, listen for information in simple spoken texts and respond to audio texts and texts read aloud	interpret simple texts using comprehension strategies
	<b>Composing texts through speaking, writing and creating</b>	compose short learning area texts, with support, to record and report ideas and events	use short pair, group and class conversations and discussions as learning tools to explore learning area topics and to prepare for creating texts	plan and deliver short presentations related to learning area topics
Areas of knowledge	<b>Text knowledge</b>	use knowledge of some basic differences between imaginative and informative texts to select and use texts and compose simple learning area texts with teacher support	use beginning knowledge of how language is used to comprehend and compose written texts with support	
	<b>Grammar knowledge</b>	use simple sentences to record ideas and events with emerging knowledge of word order	recognise that texts are made up of words and groups of words that make meaning	use speaking, visual elements (including drawing) and beginning writing to express likes and dislikes
	<b>Word knowledge</b>	use familiar vocabulary contexts related to everyday experiences, personal interests and topics taught at school and used in other contexts	spell words using growing sound and letter knowledge and spell words with regular letter patterns	
	<b>Visual knowledge</b>	recognise the different meanings of words and images in imaginative and informative texts		

## Numeracy 1a

Interrelated elements		Students:		
<b>Estimating and calculating with whole numbers</b>	demonstrate concepts of counting using every day experiences	recognise the effects of adding to and taking away from a collection of objects	identify situations that involve the use of money	
<b>Recognising and using patterns and relationships</b>	recognise simple patterns in everyday contexts			
<b>Using fractions, decimals, percentages, ratios and rates</b>	recognise a 'whole' and 'parts of a whole' within everyday contexts			
<b>Using spatial reasoning</b>	sort or match objects according to their features	demonstrate awareness of position of self and objects in relation to everyday contexts		
<b>Interpreting statistical information</b>	display information using real objects or photographs and respond to questions about the information displayed			
<b>Using measurement</b>	use informal language and/or actions to describe characteristics of length, temperature, mass, volume, capacity and area in familiar environments	sequence familiar actions and events in a variety of ways		

## Numeracy 1b

Interrelated elements	Students:		
<b>Estimating and calculating with whole numbers</b>	connect and order number names, numerals and groups of objects using numbers up to two digits	solve everyday addition and share stories	recognise the different value of coins and notes in the Australian monetary system
<b>Recognising and using patterns and relationships</b>	describe and continue patterns		
<b>Using fractions, decimals, percentages, ratios and rates</b>	recognise that a whole object can be divided into equal parts	identify quantities such as more, less and the same in everyday comparisons	
<b>Using spatial reasoning</b>	sort and name simple 2D shapes and 3D objects	follow directions to demonstrate understanding of common position words and movements	
<b>Interpreting statistical information</b>	recognise how to ask and answer simple data questions and interpret data in drawings or picture graphs	recognise that some events might or might not happen	
<b>Using measurement</b>	measure by comparing objects and indicate if these measurements are the same or different	sequence familiar actions and events using the everyday language of time	

## Information and communication technology (ICT) capability

Interrelated elements	Typically, by the end of Prep, students:			
<b>Applying social and ethical protocols and practices</b>	recognise ownership over their own digital work	follow class rules about using digital information	follow class rules when sharing personal information with known audiences and demonstrate an awareness of applying social protocols when using ICT to communicate	identify how they use ICT in multiple ways on multiple devices
<b>Investigating with ICT</b>	use ICT to identify where information is located	use icons to locate or generate required information		explain how located data or information was used
<b>Creating with ICT</b>	use ICT to follow or contribute to a simple plan for a solution	use ICT as a creative tool to generate simple solutions, modifications or data representations for personal or school purposes		
<b>Communicating with ICT</b>	use purposefully selected ICT tools safely to view information shared by trusted adults	understand that messages are recorded, viewed or sent in computer mediated communications for others to receive		
<b>Managing and operating ICT</b>	identify and safely operate ICT systems to complete relevant simple specified tasks and seek help when encountering a problem	identify common consumer ICT systems with input and output functions		save and retrieve digital data with support

## Critical and creative thinking

Interrelated elements	Typically, by the end of Prep, students:		
<b>Inquiring – identifying, exploring and organising information and ideas</b>	pose factual and exploratory questions based on personal interests and experiences	identify and describe familiar information and ideas during a discussion or investigation	gather similar information or depictions from given sources
<b>Generating ideas, possibilities and actions</b>	use imagination to view or create things in new ways and connect two things that seem different	suggest alternative and creative ways to approach a given situation or task	predict what might happen in a given situation and when putting ideas into action
<b>Reflecting on thinking and processes</b>	describe what they are thinking and give reasons why	identify the main elements of the steps in a thinking process	connect information from one setting to another
<b>Analysing, synthesising and evaluating reason and procedures</b>	identify the thinking used to solve problems in given situations	share their thinking about possible courses of action	check whether they are satisfied with the outcome of tasks or actions

## Personal and social capability 1a

Interrelated elements	Students:			
<b>Self-awareness</b>	recognise and identify their own emotions	express a personal preference	select tasks they can do in different learning contexts	recognise and identify participation in or completion of a task
<b>Self-management</b>	recognise and identify how their emotions influence the way they feel and act	make a choice to participate in a class activity	attempt tasks with support or prompting	identify people and situations with which they feel a sense of familiarity or belonging
<b>Social awareness</b>	show an awareness for the feelings, needs and interests of others			
<b>Social management</b>	respond to the feelings, needs and interests of others			

## Personal and social capability 1b

Interrelated elements	Typically, by the end of Prep, students:				
<b>Self-awareness</b>	identify a range of emotions and describe situations that may evoke these emotions	identify their likes and dislikes, needs and wants, and explore what influences these	identify their abilities, talents and interests as learners	reflect on their feelings as learners and how their efforts affect skills and achievements	
<b>Self-management</b>	express their emotions constructively in interactions with others	follow class routines to assist learning	attempt tasks independently and identify when and from whom help can be sought	identify situations that feel safe or unsafe, approaching new situations with confidence	
<b>Social awareness</b>	acknowledge that people hold many points of view	describe ways they can help at home and school	explore relationships through play and group experiences		
<b>Social management</b>	identify positive ways to initiate, join and interrupt conversations with adults and peers	share experiences of cooperation in play and group activities	identify options when making decisions to meet their needs and the needs of others	listen to others' ideas, and recognise that others may see things differently from them	identify ways to take responsibility for familiar tasks at home and school

## Ethical understanding

Interrelated elements	Typically, by the end of Prep, students:		
<b>Understanding ethical concepts and issues</b>	identify ethical concepts arising in familiar contexts, such as good and bad behaviours	describe familiar situations that involve ethical concepts	
<b>Reasoning in decision making and actions</b>	identify examples from stories and experiences that show ways people make decisions about their actions	identify links between emotions and behaviours	identify and describe the influence of factors such as wants and needs on people's actions
<b>Exploring values, rights and responsibilities</b>	identify values that are important to them	share examples of rights and responsibilities in given situations	express their own point of view and listen to the views of others

## Intercultural understanding

Interrelated elements	Typically, by the end of Prep, students:		
<b>Recognising culture and developing respect</b>	share ideas about self and belonging with peers	identify, explore and compare culturally diverse activities and objects	discuss ideas about cultural diversity in local contexts
<b>Interacting and empathising with others</b>	recognise that people use different languages to communicate	express their opinions and listen to the opinions of others in given situations	imagine and describe their own feelings if they were put in someone else's place
<b>Reflecting on intercultural experiences and taking responsibility</b>	identify and describe memorable intercultural experiences	identify examples of the acceptance and inclusion of others in given situations	identify similarities and differences between themselves and their peers

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