

General capabilities: Level 2 overview

Prep – Year 10 Australian Curriculum

This resource provides an overview of the Australian Curriculum General Capabilities: Level 2. This resource can be used to support the planning of teaching, learning and assessment for students in Years 1 and 2.

Literacy

Interrelated elements		Typically, by the end of Year 2, students:		
Overarching processes	Comprehending texts through listening, reading and viewing	navigate, read and view texts with illustrations and simple graphics	listen to two or more step instructions for undertaking learning tasks, listen for information about topics being learned in spoken and audio texts and respond to texts read aloud	interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies
	Composing texts through speaking, writing and creating	compose and edit a small range of learning area texts	use pair, group and class discussions as learning tools to explore learning area topics, to represent ideas and relationships, and to prepare for creating texts	plan, rehearse and deliver short presentations on learning area topics, incorporating some visual and multimodal elements
Areas of knowledge	Text knowledge	use knowledge of the structure and features of learning area texts to comprehend and compose a growing range of texts with some teacher support	use knowledge of how texts are made cohesive through word repetitions and associations, synonyms and antonyms to comprehend and compose texts	
	Grammar knowledge	use simple and compound sentences to record observations, and make connections between ideas	recognise and use nouns that represent people, places, things and ideas in the learning area and expand nouns to achieve greater precision	identify and use language that expresses feelings and opinions, and compares and evaluates people and things
	Word knowledge	use mostly familiar vocabulary, with a steady introduction of new vocabulary in learning area contexts	spell topic words, new words with regular letter patterns and some common irregular words, and recognise meaning relationships between words such as 'play', 'playing', 'playground'	
	Visual knowledge	describe how images add to, contradict or multiply the meanings of words in a text, and compare images with the accompanying print text		

Numeracy

Interrelated elements		Typically, by the end of Year 2, students:		
Estimating and calculating with whole numbers	model, represent, order and use numbers up to four digits	estimate the solution to a problem and then calculate the answer	identify and use combinations of coins and notes for simple purchases	
Recognising and using patterns and relationships	identify, describe and create everyday patterns			
Using fractions, decimals, percentages, ratios and rates	visualise and describe halves and quarters	solve problems using halves and quarters		
Using spatial reasoning	identify, sort and describe common 2D shapes and 3D objects	give and follow directions on maps and diagrams of familiar locations		
Interpreting statistical information	collect and describe data on a relevant issue based on one variable and display as lists, tables or picture graphs	identify and describe familiar events that involve chance		
Using measurement	estimate, measure and order using direct and indirect comparisons and informal units to collect and record information about shapes and objects	read digital and analogue clocks to the half and quarter hour, sequence events by months and seasons and identify a date on a calendar		

Information and communication technology (ICT) capability

Interrelated elements	Typically, by the end of Year 2, students:			
Applying social and ethical protocols and practices	recognise ownership of digital products that others produce and that what they create or provide can be used or misused by others	follow class rules about applying selected standard guidelines and techniques to secure digital information	follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences	identify how ICT is used at home and at school
Investigating with ICT	use ICT to identify, record and classify textual and graphic information to show what is known and what needs to be investigated	locate information from a given set of digital sources		explain the usefulness of located data or information
Creating with ICT	use ICT to prepare simple plans to find solutions or answers to questions	experiment with ICT as a creative tool to generate simple solutions, modifications or data representations for particular audiences or purposes		
Communicating with ICT	use purposefully selected ICT tools safely to share and exchange information with appropriate local audiences	understand that computer mediated communications may be received later by the receiver		
Managing and operating ICT	identify and safely operate a selected range of appropriate devices, software, functions and commands when operating an ICT system and attempt to solve a problem before seeking help	identify the main components of common consumer ICT systems, their fundamental functions, and describe them using basic ICT terminology		manage and maintain digital data with guidance

Critical and creative thinking

Interrelated elements	Typically, by the end of Year 2, students:		
Inquiring – identifying, exploring and organising information and ideas	pose questions to identify and clarify issues, and compare information in their world	identify and explore information and ideas from source materials	organise information based on similar or relevant ideas from several sources
Generating ideas, possibilities and actions	build on what they know to create ideas and possibilities in ways that are new to them	identify and compare creative ideas to think broadly about a given situation or problem	investigate options and predict possible outcomes when putting ideas into action
Reflecting on thinking and processes	describe the thinking strategies used in given situations and tasks	outline the details and sequence in a whole task and separate it into workable parts	use information from a previous experience to inform a new idea
Analysing, synthesising and evaluating reason and procedures	identify reasoning used in choices or actions in specific situations	identify alternative courses of action or possible conclusions when presented with new information	evaluate whether they have accomplished what they set out to achieve

Personal and social capability

Interrelated elements	Typically, by the end of Year 2, students:			
Self-awareness	compare their emotional responses with those of their peers	identify and describe personal interests, skills and achievements and explain how these contribute to family and school life	discuss their strengths and weaknesses as learners and identify some learning strategies to assist them	reflect on what they have learnt about themselves from a range of experiences at home and school
Self-management	describe ways to express emotions to show awareness of the feelings and needs of others	set goals in learning and personal organisation by completing tasks within a given time	work independently on routine tasks and experiment with strategies to complete other tasks where appropriate	undertake and persist with short tasks, within the limits of personal safety
Social awareness	describe similarities and differences in points of view between themselves and people in their communities	describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them	identify ways to care for others, including ways of making and keeping friends	
Social management	discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers	identify cooperative behaviours in a range of group activities	practise individual and group decision making in situations such as class meetings and when working in pairs and small groups	practise solving simple interpersonal problems, recognising there are many ways to solve conflict
				discuss ways in which they can take responsibility for their own actions

Ethical understanding

Interrelated elements	Typically, by the end of Year 2, students:		
Understanding ethical concepts and issues	describe ethical concepts, such as right and wrong, honesty, fairness and tolerance	discuss ethical concepts within a range of familiar contexts	
Reasoning in decision making and actions	discuss how people make decisions about their actions and offer reasons why people's decisions differ	describe the effects that personal feelings and dispositions have on how people behave	give examples of how understanding situations can influence the way people act
Exploring values, rights and responsibilities	discuss some agreed values in familiar contexts	identify their rights and associated responsibilities and those of their classmates	recognise that there may be many points of view when probing ethical dilemmas and identify alternative views

Intercultural understanding

Interrelated elements	Typically, by the end of Year 2, students:		
Recognising culture and developing respect	identify and describe the various groups to which they belong and the ways people act and communicate within them	describe and compare the way they live with people in other places or times	describe ways that diversity presents opportunities for new experiences and understandings
Interacting and empathising with others	describe how the use of words and body language in interactions may have different meanings for various cultural groups	express their own perspectives on familiar topics and texts, and identify the perspectives of others	imagine and describe the feelings of others in familiar situations
Reflecting on intercultural experiences and taking responsibility	identify and describe what they have learnt about others from intercultural encounters and culturally diverse texts	discuss the effects of acceptance and inclusion in familiar situations	recognise that cultural differences may affect understanding between people

Material supplied from the [Australian Curriculum](#) website is licensed under the [CC BY 4.0](#) licence. Please attribute this content as "Australian Curriculum website, © ACARA 2010-2019, licensed under CC BY 4.0".