










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 and learning for students in the Preparatory Year (Prep) and/or those working with the levels prior to Foundation. Learning area icons indicate where general capability sub-elements can be developed or applied in the content descriptions.






Critical and creative thinking

Elements	Sub-elements		
Inquiring	Develop questions <ul style="list-style-type: none"> develop questions to explore a familiar idea or topic questions developed reflect their curiosity about the world 	Identify, process and evaluate information <ul style="list-style-type: none"> identify and explore relevant points in information provided on a topic prioritise the information that is most relevant to the topic of study 	
	Generating	Create possibilities <ul style="list-style-type: none"> use imagination to create possibilities by exploring and connecting ideas in ways that are new to them 	Consider alternatives <ul style="list-style-type: none"> consider alternatives by suggesting a different way to approach a given task or problem 
Analysing	Interpret concepts and problems <ul style="list-style-type: none"> identify the main parts of a concept or problem 	Draw conclusions and provide reasons <ul style="list-style-type: none"> draw conclusions and make choices when completing tasks and identify the reasons for choices made 	Evaluate actions and outcomes <ul style="list-style-type: none"> evaluate whether they are satisfied with the outcome of tasks or actions 
	Reflecting	Think about thinking (metacognition) <ul style="list-style-type: none"> identify thinking and learning strategies used when completing activities and drawing conclusions 	Transfer knowledge <ul style="list-style-type: none"> connect ideas and information between familiar learning experiences 










Digital literacy

Elements	Sub-elements		
Practising digital safety and wellbeing	Manage online safety <ul style="list-style-type: none"> use online tools that are safe or only used under direct supervision, seeking help from trusted adults when feeling unsafe 	Manage digital privacy and identity <ul style="list-style-type: none"> recognise their personal data and that data (including text, images, and video) can be seen by others when shared online 	Manage digital wellbeing <ul style="list-style-type: none"> follow adult directions for the use of digital tools at school and home 
	Investigating	Locate information	Acquire and collate data
Creating and exchanging	Plan	Create, communicate and collaborate <ul style="list-style-type: none"> use simple digital tools to create content 	Respect intellectual property <ul style="list-style-type: none"> identify who owns class data 
	Managing and operating	Manage content <ul style="list-style-type: none"> save and retrieve content in an app 	Protect content

Ethical understanding

Elements	Sub-elements:		
Understanding ethical concepts and perspectives	Explore ethical concepts <ul style="list-style-type: none"> identify examples of ethical concepts such as right and wrong 	Examine values, rights and responsibilities and ethical norms <ul style="list-style-type: none"> identify examples of values, rights and responsibilities 	Recognise influences of ethical behaviour and perspectives <ul style="list-style-type: none"> identify examples of how emotions affect behaviour 
	Responding to ethical issues	Explore ethical perspectives and frameworks <ul style="list-style-type: none"> identify examples of different consequences and explain how these might affect the way people behave or act 	Explore ethical issues <ul style="list-style-type: none"> identify different ethical problems or issues from examples such as stories 

Intercultural understanding















Elements	Sub-elements:		
Reflecting on culture and cultural diversity	Reflect on the relationship between cultures and identities	Examine cultural perspectives and world views	Explore the influence of cultures on interactions
	<ul style="list-style-type: none"> identify cultural practices that are important to themselves, family and friends, and describe what they experience 	<ul style="list-style-type: none"> identify what family and friends value in familiar intercultural contexts 	<ul style="list-style-type: none"> identify ways in which cultures, including their own, interact 
Engaging with cultural and linguistic diversity	Communicate responsively	Develop multiple perspectives	Develop empathy
	<ul style="list-style-type: none"> notice the use of different languages they, their family or community members use to communicate 	<ul style="list-style-type: none"> listen to, and share opinions and reflections on, familiar topics and intercultural experiences 	<ul style="list-style-type: none"> notice their own feelings, and the feelings of others, during familiar intercultural experiences 
Navigating intercultural contexts	Consider responses to intercultural contexts	Respond to biases, stereotypes, prejudices and discrimination	Adapt in intercultural exchanges
	<ul style="list-style-type: none"> notice how they, and their family members, respond in unfamiliar intercultural contexts 	<ul style="list-style-type: none"> identify examples of acceptance and inclusion within friendship groups 	<ul style="list-style-type: none"> identify how people show respect in intercultural exchanges 

Personal and social capability Level 1a

The personal and social capability Level 1a supports students with disability to access age-equivalent content and to participate in learning on the same basis as their peers.

Elements	Sub-elements				
Self-awareness	Personal awareness		Emotional awareness		Reflective practice
	<ul style="list-style-type: none"> identify their likes, dislikes, strengths, abilities and interests when showing a personal preference 		<ul style="list-style-type: none"> identify a range of emotions across different situations 		<ul style="list-style-type: none"> identify how their choices can impact their participation in or completion of a task
Self-management	Goal setting		Emotional regulation		Perseverance and adaptability
	<ul style="list-style-type: none"> learn a range of strategies to participate in class activities 		<ul style="list-style-type: none"> recognise how emotions influence the way we feel and act 		<ul style="list-style-type: none"> persevere when attempting to complete tasks
Social awareness	Empathy		Relational awareness		Community awareness
	<ul style="list-style-type: none"> acknowledge that people have different needs, emotions and abilities 		<ul style="list-style-type: none"> demonstrate an awareness of how shared interests and behaviours help build relationships 		<ul style="list-style-type: none"> identify different groups within their community
Social management	Communication	Collaboration	Leadership	Decision-making	Conflict resolution
	<ul style="list-style-type: none"> communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts 	<ul style="list-style-type: none"> engage with peers and other community members 	<ul style="list-style-type: none"> show an awareness of personal responsibility 	<ul style="list-style-type: none"> make choices that address their needs and wants 	<ul style="list-style-type: none"> demonstrate understanding that others have feelings when conflict occurs

Personal and social capability Level 1

Elements	Sub-elements					
Self-awareness	Personal awareness		Emotional awareness		Reflective practice	
	<ul style="list-style-type: none"> identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices 		<ul style="list-style-type: none"> identify their own emotional responses 		<ul style="list-style-type: none"> identify how their choices affect the development of personal abilities and achievements 	
Self-management	Goal setting		Emotional regulation		Perseverance and adaptability	
	<ul style="list-style-type: none"> co-create goals to assist learning when working independently or collaboratively 		<ul style="list-style-type: none"> express emotions in familiar settings, demonstrating consideration for others 		<ul style="list-style-type: none"> demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed 	
Social awareness	Empathy		Relational awareness		Community awareness	
	<ul style="list-style-type: none"> demonstrate an awareness of the needs, emotions, cultures and backgrounds of others 		<ul style="list-style-type: none"> share feelings, needs and interests with others through play and working within diverse groups 		<ul style="list-style-type: none"> describe the ways they are connected, and can contribute, to their community groups 	
Social management	Communication	Collaboration		Leadership	Decision-making	Conflict resolution
	<ul style="list-style-type: none"> develop positive communication skills by initiating, joining or contributing to conversations 	<ul style="list-style-type: none"> engage with others and participate in group play, tasks and activities 		<ul style="list-style-type: none"> practise self-leadership by taking responsibility for their own actions 	<ul style="list-style-type: none"> identify choices that meet the needs of themselves and others when making decisions 	<ul style="list-style-type: none"> listen to conflicting perspectives and apply strategies to calm situations 

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