











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 and learning for students in Years 1 and 2. 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 are fit for the purpose of the investigation 	Identify, process and evaluate information <ul style="list-style-type: none"> identify and explore relevant information from a range of sources, including visual information and digital sources identify and explain similarities and differences in selected information 	
	Generating <ul style="list-style-type: none"> create possibilities by connecting or creatively expanding on ideas in ways that are new to them 	Consider alternatives <ul style="list-style-type: none"> consider alternatives and explore different or creative ways to approach a task or problem 	Put ideas into action <ul style="list-style-type: none"> put ideas into action by experimenting with options and predicting possible results 
Analysing	Interpret concepts and problems <ul style="list-style-type: none"> identify the main parts of a concept or problem and describe how these relate to each other 	Draw conclusions and provide reasons <ul style="list-style-type: none"> draw conclusions and make choices when completing tasks and explain the reasons for choices made 	Evaluate actions and outcomes <ul style="list-style-type: none"> evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions 
	Reflecting <ul style="list-style-type: none"> identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions 	Transfer knowledge <ul style="list-style-type: none"> use ideas and information from a previous experience to inform similar 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 age appropriate or only used under supervision, seeking help from trusted adults when feeling unsafe 	Manage digital privacy and identity <ul style="list-style-type: none"> recognise that online tools (websites and apps) store their personal data which may give an impression of them 	Manage digital wellbeing <ul style="list-style-type: none"> follow agreed rules for the healthy use of digital tools and apply them at school and home 
	Investigating	Locate information <ul style="list-style-type: none"> locate information through search engines and in documents by applying search terms, and select relevant information 	Acquire and collate data <ul style="list-style-type: none"> collect data by counting, measuring and observing with familiar digital tools 
Creating and exchanging	Plan <ul style="list-style-type: none"> use simple digital tools to contribute to a basic plan to complete a task 	Create, communicate and collaborate <ul style="list-style-type: none"> experiment with the features of familiar digital tools to create content 	Respect intellectual property <ul style="list-style-type: none"> recognise ownership of products that others produce or that are produced collaboratively 
	Managing and operating	Manage content <ul style="list-style-type: none"> save and retrieve content with an agreed name 	Protect content <ul style="list-style-type: none"> save and access content in their individual school account 










Ethical understanding






Elements	Sub-elements		
Understanding ethical concepts and perspectives	Explore ethical concepts <ul style="list-style-type: none"> identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these 	Examine values, rights and responsibilities and ethical norms <ul style="list-style-type: none"> identify values, rights and responsibilities, and shared expectations, and explain why they are important 	Recognise influences of ethical behaviour and perspectives <ul style="list-style-type: none"> identify how emotions and behaviour interact, and share examples of when they match and when they do not 
	Responding to ethical issues	Explore ethical perspectives and frameworks <ul style="list-style-type: none"> identify the similarities and differences between values such as caring, compassion and empathy 	Explore ethical issues <ul style="list-style-type: none"> identify different perspectives and approaches when discussing ethical issues from a given example 

Intercultural understanding

Elements	Sub-elements		
Reflecting on culture and cultural diversity	Reflect on the relationship between cultures and identities <ul style="list-style-type: none"> explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed 	Examine cultural perspectives and world views <ul style="list-style-type: none"> describe how people express agreement or disagreement about what they value within familiar intercultural contexts 	Explore the influence of cultures on interactions <ul style="list-style-type: none"> describe how their cultural identities influence interactions with others 
	Engaging with cultural and linguistic diversity <ul style="list-style-type: none"> identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups 	Develop multiple perspectives <ul style="list-style-type: none"> identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives 	Develop empathy <ul style="list-style-type: none"> describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences 
Navigating intercultural contexts	Consider responses to intercultural contexts <ul style="list-style-type: none"> describe how past intercultural experiences affect how they understand and respond to new experiences 	Respond to biases, stereotypes, prejudices and discrimination <ul style="list-style-type: none"> discuss examples of stereotypical statements used in familiar intercultural exchanges, reflecting on their feelings and responses 	Adapt in intercultural exchanges <ul style="list-style-type: none"> consider different responses to intercultural exchanges, practising ways to show respect and develop empathy 

Personal and social capability

Elements	Sub-elements		
Self-awareness	Personal awareness <ul style="list-style-type: none"> describe personal qualities and how these contribute to growth 	Emotional awareness <ul style="list-style-type: none"> describe the emotional responses of themselves and others 	Reflective practice <ul style="list-style-type: none"> describe what they have discovered about themselves by engaging with feedback 
	Self-management <ul style="list-style-type: none"> collaboratively develop goals to improve learning 	Emotional regulation <ul style="list-style-type: none"> describe ways to moderate emotions in familiar contexts 	Perseverance and adaptability <ul style="list-style-type: none"> demonstrate perseverance and adaptability with unfamiliar tasks 
Social awareness	Empathy <ul style="list-style-type: none"> describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others 	Relational awareness <ul style="list-style-type: none"> describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts 	Community awareness <ul style="list-style-type: none"> describe how they contribute to their communities and how others care for and assist them 

Social management	Communication	Collaboration	Leadership	Decision-making	Conflict resolution
	<ul style="list-style-type: none"> use a range of skills to enhance verbal and non-verbal communication 	<ul style="list-style-type: none"> participate cooperatively in groups on common tasks and activities 	<ul style="list-style-type: none"> practise ways that they can lead self and others, and describe when it is appropriate to adopt a leadership approach 	<ul style="list-style-type: none"> practise individual and group decision-making 	<ul style="list-style-type: none"> practise solving simple interpersonal problems, acknowledging there are many ways to prevent and solve conflict
					

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