



MODERN HISTORY

ATAR course

Year 12 syllabus – What’s changing: General capabilities

For teaching in 2027

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Background

As part of the Western Australian Certificate of Education (WACE) Refreshment to investigate the assessment and reporting of the general capabilities on the Western Australian Statement of Student Achievement (WASSA), the Authority has updated the statements about the general capabilities in each syllabus.

The Authority has mapped the general capabilities through the unit content and assessment types for each of the WACE courses. Students will have the opportunity to develop the general capabilities identified in the course through the teaching, learning and assessment programs. These general capabilities will be reflected on the WASSA.

Important information

WACE Refreshment: Investigating the assessment and reporting of the general capabilities on the Western Australian Statement of Student Achievement (WASSA)

This document contains information that will be included in the syllabus effective from 1 January 2027.

Users of the syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

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Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers should find opportunities to incorporate the following capabilities into the teaching and learning program for the Modern History ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content and skills.

Critical and creative thinking

Students use critical and creative thinking to engage in the historical inquiry process by developing questions to investigate complex issues and topics. They have opportunities to delve deeply and broadly into the implications of missing or questionable information in their investigation of historical topics. Students develop the ability to pose thoughtful questions, interrogate, select and cross-reference significant information from a range of sources, and develop interpretations based on an assessment of the evidence and reasoning. They identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative interpretations and representations of the past.

Ethical understanding

Students develop their ethical understanding by exploring, understanding and analysing the diverse perspectives and circumstances that shaped the actions and possible motivations of people in the past, compared with those of today. They have opportunities, both independently and collaboratively, to examine the values, beliefs and principles that were the basis for judgements and actions of people in the past, and to explore examples of tensions between conflicting positions of personal, social and global importance.

Intercultural understanding

Students develop their intercultural understanding by exploring and appreciating the diverse beliefs, values and experiences of cultural groups throughout history. By examining the causes and consequences of intercultural conflict, cooperation and dispossession, students develop empathy and insight into how cultural perspectives have shaped societies and global relationships. They critically reflect on how historical contexts influence contemporary views and actions, fostering a deeper awareness of the complexities of identity, power and cultural interaction in the modern world.

Literacy

Students develop literacy skills by accessing historical content through a variety of print, oral, visual, spatial and electronic forms, including letters, speeches, biographies, photographs, films, artefacts and archived material. They learn to interpret and extrapolate meaning from a variety of sources to identify evidence. Students analyse and evaluate texts for authority, reliability, relevance and accuracy. They have opportunities to create a wide range of texts to communicate, explore, discuss, explain and argue a point of view, selecting and employing text structure and language knowledge to express their thoughts and ideas logically and fluently, supported by evidence. Students learn to monitor their own language for accuracy in the use of historical terms, clarity of ideas and explanations, and conciseness of expression. They learn to use language effectively to articulate a position.

Addressing the other general capabilities

Although the following general capabilities have not been identified as a focus in the Modern History ATAR Year 12 syllabus, teachers may find opportunities to incorporate these capabilities into the teaching and learning program.

- Numeracy
- Digital Literacy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the general capabilities in the Modern History ATAR course

A representation of the general capabilities for the two years is summarised in the table below.

Year	Course	Course type	General capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Modern History (AEHIM)	ATAR	✓		✓	✓	✓		
Year 12	Modern History (ATHIM)	ATAR	✓		✓	✓	✓		

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability