



Government of **Western Australia**
School Curriculum and Standards Authority

ANCIENT HISTORY

General 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.

Copyright

© School Curriculum and Standards Authority, 2025

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

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 Ancient History ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Critical and creative thinking

Students use critical and creative thinking to engage with the past and develop informed perspectives. They analyse and assess information against clear criteria such as examining the reliability and relevance of sources, identifying bias or gaps in evidence and constructing logical arguments. Students develop creative thinking to view historical situations from fresh perspectives and explore innovative ways to present and interpret the past. These skills support students in evaluating evidence, questioning assumptions and reflecting on their interpretations, fostering a commitment to thoughtful inquiry. Using the critical and creative thinking developed in the course, students understand historical events and develop their curiosity, intellectual flexibility and open-mindedness.

Ethical understanding

Students develop ethical understanding through investigating ancient societies and interpreting material and written remains. They explore the motivations, actions and values of individuals and groups, examining how these shaped political, religious, social, economic, military and cultural systems. Students critically assess evidence, consider reliability and bias, and reflect on ethical issues in reconstructing the past. By studying concepts such as justice, leadership and civic duty in historical contexts, students develop empathy, critical thinking and ethical reasoning. This understanding fosters students to become informed, responsible citizens and highlights the enduring influence of ancient values on contemporary society.

Intercultural understanding

Students explore diverse cultural practices, beliefs and institutions by analysing physical and written remains. They examine how roles and perspectives changed over time and reflect on their own and others' cultural viewpoints. Through historical inquiry, students develop empathy, respect for cultural diversity and an appreciation of ancient legacies. These skills support them in understanding the complexities of past and present cultures and becoming responsible global citizens.

Literacy

Students access historical content through a variety of print, oral, visual, spatial and electronic forms, including inscriptions, reliefs, accounts of the past by ancient writers, photographs, films, artefacts, sites and archival 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, and 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 Ancient History General Year 12 syllabus, teachers may find opportunities to incorporate these capabilities into the teaching and learning program.

- Digital literacy
- Numeracy
- 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 Ancient History General 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	Ancient History (GEHIA)	General	✓		✓	✓	✓		
Year 12	Ancient History (GTHIA)	General	✓		✓	✓	✓		

Key

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