



# **ECONOMICS**

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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 support students to live and work successfully now and into the future. Teachers should find opportunities to incorporate the following capabilities into the teaching and learning program for the Economics ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Critical and creative thinking

Students apply problem-solving, critical thinking and decision-making strategies to predict an outcome. They use real and/or hypothetical economic information and data to identify trends and relationships; analyse economic issues and events; make predictions relating to Australia's international trade, economic policy and management; and justify conclusions. Students apply economic concepts, theories and models to analyse and convey economic theory and reasoning related to Australia's international transactions and economic policy and management. They use their economic knowledge and understanding to seek possibilities, consider alternatives and recommend a range of economic policies that facilitate Australia's economic relationship with the rest of the world, promote productivity to achieve Australia's macroeconomic objectives, and mitigate demand and supply shocks. Students consider the causes and intended and unintended consequences of these decisions.

### Literacy

Students develop literacy capability as they research, read, interpret and analyse different formats of information and data relating to the Australian economy. They select and use appropriate terminology, and use real or hypothetical economic information and data to analyse economic issues and events; make predictions relating to Australia's international trade, economic policy and management; and justify conclusions. Students link economic theory to contemporary economic events and issues and communicate economic information using a clear structure and a range of formats, including using economic models, diagrams and data when developing short and extended answer responses. Through the development of these skills, students become competent and confident authors of economic information.

### Numeracy

Students apply mathematical techniques relevant to Australia's international economic transactions and its economic policy and management, including calculations involving real or hypothetical data, using a range of graphs, text and tables to explain changes in economic activity. They use economic models, including the Production Possibility Frontier, demand and supply, Aggregate Expenditure, Aggregate Demand and Aggregate Supply and the Aggregate Production Function to illustrate relationships, and analyse and convey economic theory and reasoning, including the effect of changes in a variable. Students select, use and interpret real and/or hypothetical economic information and data to identify trends and relationships, make predictions, analyse economic issues and events, and justify conclusions.

## Addressing the other general capabilities

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

- Digital literacy
- Ethical understanding
- Intercultural understanding
- 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 Economics 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 | Economics (AEECO) | ATAR        | ✓                    |    |    |    | ✓ | ✓ |     |
| Year 12 | Economics (ATECO) | 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