



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

CHILDREN, FAMILY AND THE COMMUNITY

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 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 Children, Family and the Community General course. The general capabilities are not assessed unless they are identified within the specified unit content.

Critical and creative thinking

Critical and creative thinking is fundamental to the course as students develop their understanding of how economic, social, ethical and community issues relate to the ways individuals and families work and live together. Students acquire and use information from reliable sources to consider alternatives, evaluate actions and predict possible outcomes to promote optimal growth, development and wellbeing of individuals, families and the community. They develop strategies to interpret concepts and understand the influence of cultural diversity within communities, including how customs, social cohesion, networks, inclusivity, beliefs and values impact laws and sanctions. They develop questions to understand the role of the advocate and the interrelationship between advocacy and empowerment. With an appreciation of inequity and injustice and how they are experienced by individuals and families, students relate to the rights of people, develop their ability to make independent decisions and empower others to develop autonomous behaviours to create possibilities and make change.

Ethical understanding

Students examine values, rights, responsibilities and ethical norms using a variety of strategies, formats and tools. They make and reflect on ethical decisions, including the impact of biological and environmental influences on the growth and development of individuals. Through investigation, students recognise a range of ethical behaviours and perspectives which influence the beliefs, rules and regulations for individuals, families and the community. This includes the development and use of products and services provided by developers, government agencies and community groups. Students value diversity and appreciate the importance of treating others with integrity, compassion and respect. They are encouraged to reflect on ethical principles of social justice, human rights, inequity and discrimination to develop informed opinions, values and attitudes.

Intercultural understanding

Students in the course develop intercultural understanding as they engage with and reflect on culture, the relationship between cultures and cultural diversity within communities. They develop multiple perspectives and empathy as they are exposed to a range of social, environmental and economic issues and political opinions. To make informed judgements, students recognise ethical behaviours, values, rules, regulations and responsibilities of specific community groups and institutions. They learn to respond to biases, stereotypes, prejudices and discrimination by applying a range of advocacy skills, including active listening, effective communication, assertiveness, negotiation and resourcefulness. Students use strategies to maintain and foster individual and group integrity, respect and functional communities. The course encourages students to treat people of all cultures with dignity, integrity, compassion and respect, and to value diversity, in order to contribute to vibrant, functioning and cohesive communities.

Personal and social capability

Students in the course appreciate and value personal, social and emotional awareness and recognise that they are essential for individual growth and wellbeing, family unity and community cohesion. They become aware of the influence and impact that change in family types and structures have on relationships and the growth and development of individuals and families, and the consequential need for the provision, management and use of resources, networks and systems to develop appropriate strategies and community support services. Students learn ways to identify, develop and apply self-management skills and resolution strategies to build effective decision-making processes, appreciate possibilities and consider other points of view. They work collaboratively to apply management strategies and recognise strengths, promote negotiation, and enhance leadership and personal and social resilience. They recognise ways that empathy and respect for differing attitudes, beliefs and values encourage and build strong relationships within families and communities.

Addressing the other general capabilities

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

- Digital literacy
- Literacy
- Numeracy

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 Children, Family and the Community 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	Children, Family and the Community (GECFC, G1CFC, G2CFC)	General	✓		✓	✓			✓
Year 12	Children, Family and the Community (GTCFC)	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