



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

# **ABORIGINAL AND INTERCULTURAL STUDIES**

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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.

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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 Aboriginal and Intercultural Studies 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 skills are fundamental to the inquiry process in the course, as students investigate issues related to First Nations Peoples. Students develop the ability to question, analyse and interpret information by identifying gaps or bias in sources.

Creative thinking is encouraged through social action projects, where students apply their knowledge to advocate for First Nations Peoples' rights. Working individually or collaboratively, they design and implement meaningful initiatives that promote awareness, respect and education within their school and broader community. By integrating critical and creative thinking with ethical research, students develop an appreciation of First Nations Peoples' histories, cultures and contributions while actively participating in reconciliation and social justice efforts.

### Ethical understanding

Students develop ethical understanding in the course by exploring diverse perspectives on past and present actions, recognising the values, rights, responsibilities and ethical norms that shape decisions. They examine key concepts such as activism, self-determination and reconciliation, privileging First Nations voices to understand historical and contemporary struggles. Through case studies of First Nations-led activism, students investigate catalysts for change, key figures and ongoing challenges. They explore ethical issues related to colonisation, dispossession and reconciliation, reflecting on how these shape attitudes and policies today.

Students recognise influences on ethical behaviour and perspectives, considering factors such as cultural background, societal values and historical injustices. By designing and implementing meaningful social action projects, students apply their learning to promote awareness and respect for First Nations cultures. These projects encourage ethical engagement with reconciliation and sustainability, fostering partnerships between First Nations and non-First Nations communities. Reflection and evaluation ensure students continuously assess their ethical choices and their impact on society.

## Intercultural understanding

Students develop intercultural understanding by exploring diverse perspectives, recognising bias and critically analysing historical and contemporary sources. Their engagement with First Nations voices, histories, and cultural expressions fosters empathy and their awareness of multiple perspectives. By examining the impact of colonisation, dispossession and assimilation policies, students reflect on cultural continuity and apply ethical and culturally appropriate communication approaches. They investigate First Nations-led organisations focused on sustainability and conservation, analysing contributions to society, successful partnerships and global Indigenous perspectives.

Students conduct research using culturally responsive sources, respecting protocols and adopting ethical scholarship practices. They collect, evaluate and communicate findings using respectful and inclusive language. Inquiry-based learning privileges First Nations perspectives, ensuring cultural sensitivity. Applying their knowledge, students design and implement meaningful social actions that honour First Nations histories and cultures. These initiatives educate peers, teachers and communities while fostering reconciliation and respect. Reflection and evaluation are integral, ensuring deeper learning and meaningful impact.

## Literacy

Literacy development is embedded throughout Aboriginal and Intercultural Studies as students engage with diverse texts—oral histories, cultural expressions and academic sources—to build skills in reading, writing, speaking and listening. They learn to interpret multiple perspectives, use inclusive language and communicate respectfully. Students conduct inquiries and evaluate sources, then present their findings in written, oral and multimodal formats such as reports, speeches and presentations. These literacy skills are further developed through social action projects, where students individually or collaboratively plan, design and implement a culturally appropriate and meaningful social action using formats like video, debates, role-play and educational resources. Students also analyse a variety of texts to communicate reflective responses and oral presentations.

## Personal and social capability

Students develop personal and social capability through research and social action projects, fostering empathy, respect and cultural awareness. By engaging with First Nations communities and perspectives, they examine the effects of colonisation and other historical and contemporary issues. They evaluate diverse viewpoints, using ethical research methods to analyse sources that privilege First Nations voices.

Students explore reconciliation in Australia, including the contributions of organisations, businesses and individuals to reconciliation and environmental sustainability, as well as global First Nations perspectives on cultural and environmental issues.

Through social action, students apply their learning to design and implement culturally appropriate initiatives that respect and promote First Nations histories and cultures while educating the broader community. They demonstrate effective collaboration, communication and goal-setting, incorporating planning, evaluation and reflection to assess the impact of their actions. They share their findings through written, oral or multimodal formats, refining their communication and problem-solving skills.

## Addressing the other general capabilities

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

- Digital 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 Aboriginal and Intercultural Studies 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	Aboriginal and Intercultural Studies (GEAIS)	General	✓		✓	✓	✓		✓
Year 12	Aboriginal and Intercultural Studies (GTAIS)	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