



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

OUTDOOR EDUCATION

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 Outdoor Education General course. The general capabilities are not assessed unless they are identified within the specified unit content.

Ethical understanding

Students examine ethical principles and codes of practice appropriate to the natural environment and their experiences with it. These skills support them in making ethical decisions and in understanding the consequences of their actions, in particular while on expedition. They also develop the capacity to apply these skills in everyday situations when interacting with nature.

Intercultural understanding

The course provides opportunities for students to recognise and respect different ways of thinking about personal, social and environmental issues. They learn about different levels of individual and group participation while on expedition. Students also learn to appreciate that differences in beliefs and perspectives may affect the choices people make, or their ability to participate in outdoor adventure activities.

Students recognise when tensions between individuals and groups are based on cultural differences and learn to act in ways that maintain individual and group integrity and respect the rights of all. They examine stereotypical representations of various social and cultural groups in relation to participation, success and failure in adventure activities and on expedition. In doing so, students gain an understanding of how culture shapes personal and social perspectives and interactions. They also learn what is valued in terms of respect for the environment within their families, social groups and institutions, and other cultures within the broader community.

Literacy

The course develops literacy by introducing specific terminology used in skills, practices, safety processes and environmental issues. In outdoor education settings, as leaders and participants, students develop an understanding of language related to the environment and their relationship with the environment.

Students also learn to research and comprehend information related to expedition areas and campsites. This includes learning to analyse aspects of the area, make decisions regarding its challenges and suitability based on the information they gather, and communicating effectively to a range of audiences.

Numeracy

Students use calculation, estimation and measurement to collate information related to menu planning, navigation, travelling in the outdoors and weather conditions. They use spatial reasoning in performance activities involving travel. Students also interpret and analyse environmental weather information using statistical reasoning, and identify patterns and relationships in data. Using these to consider trends, they draw conclusions and make predictions that inform their behaviour and practices.

Personal and social capability

The course provides students with opportunities to work collaboratively with others in a variety of outdoor activities, to appreciate their own strengths and abilities and those of their peers, and to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and an appreciation of diverse perspectives.

Students explore their own personal identities and develop an understanding of factors that influence and shape a sense of identity. They learn how to recognise, understand, validate and respond appropriately to their own emotions, strengths and values. They develop the knowledge, understanding and skills to set and monitor personal and group goals when planning for an expedition.

Addressing the other general capabilities

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

- Critical and creative thinking
- Digital literacy

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 Outdoor Education 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	Outdoor Education (GEOED)	ATAR			✓	✓	✓	✓	✓
Year 12	Outdoor Education (GTOED)	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