



RELIGION AND LIFE

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 Religion and Life General course. The general capabilities are not assessed unless they are identified within the specified unit content.

Critical and creative thinking

Students explore the implications of ideas and information they investigate. The demands of inquiry include the ability to pose questions, interrogate, select and cross-reference sources, and develop interpretations based on evidence. Students identify possible strengths and weaknesses in their own positions and consider alternative viewpoints in their study of religion and life.

Ethical understanding

Students use ethical research practices to explore and understand how people interact with issues of concern in society for religion. Students have opportunities, both independently and collaboratively, to explore the values and beliefs that inform the actions and motivations of people and particular religions.

Intercultural understanding

Students acquire knowledge of different cultures and learn how these relate to a study of religion. They develop an understanding of how culture shapes religion and the different ways people relate to religion. They learn how to recognise, appreciate and represent different ways of life and cultures that exist in the contemporary world.

Literacy

Students select and use content relevant to a study of religion and life from a variety of print, oral, visual, spatial and digital forms. They learn to interpret and build meaning from a variety of sources. They identify relevant evidence by analysing texts for authority, reliability, relevance and accuracy. Students create a range of texts to communicate and explain a point of view about issues and ideas concerning religion and life. By employing text structure and language knowledge, students express their thoughts and ideas logically and clearly, supported by evidence. They learn to monitor their own language use for accuracy in the use of religious terms, clarity of explanations, and use appropriate language to express a position.

Numeracy

Students recognise and represent patterns and relationships, chronologically and spatially, through the numerical use of scaled timelines, tables, graphs and maps when analysing and communicating the role of religion and its place in the world. They support their views with data, some of which is numerical in nature. Students develop their numeracy capability when they analyse, interpret and draw conclusions from statistical information about religion and life.

Personal and social capability

Students develop and practise skills that enhance their ability to effectively communicate their viewpoint to others. They work both collaboratively and independently as part of their learning and when conducting research. When exploring how individuals and communities interact on matters related to, and important to, a study of religion, students develop increasing social awareness and their ability to appreciate the perspectives and experiences of others.

Addressing the other general capabilities

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

- 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 Religion and Life General course

A representation of the general capabilities for the two years of the Religion and Life General course is summarised in the table below.

Year	Course	Course type	General capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Religion and Life (GEREL)	General	✓		✓	✓	✓	✓	✓
Year 12	Religion and Life (GTREL)	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