



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

CHILDREN, FAMILY AND THE COMMUNITY

ATAR COURSE

Year 11 syllabus

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.

Important information

This syllabus is effective from 1 January 2024.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the Authority) on a cyclical basis, typically every five years.

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Rationale

The Children, Family and the Community ATAR course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which impact on the ability of individuals and families to develop skills and lead healthy lives. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities.

Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students are introduced to the diverse nature and interdependence of societal groups. They develop an appreciation of how the creation of environments that promote optimal growth and development of individuals, families and communities affect and influence society as a whole. Students investigate access to, and availability of, support services and review laws and regulations that govern the provision of such support.

Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. Students consider alternative perspectives, policies and practices when working individually or collaboratively. They use a range of skills to make informed decisions and consider actions at personal, family and community levels. Students communicate and interact with children, families and community groups in practical ways. They demonstrate initiative when advocating for others about issues of inequity and injustice. Students understand that beliefs, values and ethics influence decisions made by individuals, families, communities and governments.

This course caters for students seeking career pathways in areas such as sociology, psychology, education, nursing, occupational therapy, community services, childcare and health.

Course outcomes

The Children, Family and the Community ATAR course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Exploring human development

Students understand factors that optimise human growth and development.

In achieving this outcome, students:

- understand growth and development of individuals
- understand factors that impact on growth and development
- understand strategies designed to promote growth and development.

Outcome 2 – Applying the technology process

Students apply the technology process to meet human needs.

In achieving this outcome, students:

- investigate issues, values, needs and opportunities
- generate ideas when devising production proposals
- organise, implement and adjust production processes
- produce a product, service or system
- evaluate intentions, plans and actions.

Outcome 3 – Self-management and interpersonal skills

Students apply self-management and interpersonal skills.

In achieving this outcome, students:

- apply self-management skills to meet human needs
- apply interpersonal skills to establish and maintain relationships
- communicate information for a range of purposes and audiences.

Outcome 4 – Society and support systems

Students understand the interrelationships between individuals, families and societies.

In achieving this outcome, students:

- understand the relationship between beliefs and values and the management and use of resources and support systems
- understand that social issues and trends result from social, cultural, environmental, economic and political forces
- understand that political and legal systems are shaped by the rights and responsibilities of individuals, families and communities.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Building on relationships

In this unit, students investigate the principles of development and how these relate to the domains and theories of development.

Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues.

Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

Unit 2 – My place in the world

In this unit, students examine the effect on an individual's development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level, and are introduced to a range of advocacy types.

Students examine developmental theories and their influence on cognitive development.

Students use effective self-management and interpersonal skills when developing or assessing products, processes, services, systems or environments.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Organisation of content

For each unit, the content is organised into:

- Growth and development
- Taking action
- Influences and impacts.

Growth and development

Nature of growth and development

An understanding of human growth and ways people develop and change within their environment throughout their life span is central to the study of children, families, groups and communities. Uniqueness and diversity of people and their needs are considered when supporting growth, development and wellbeing. An understanding of some developmental theories and frameworks assists students to predict individual, family and community needs. Social, legal, economic and political systems provide support to address specific needs.

Factors affecting development

Biological and environmental factors, including the beliefs and values of family, community and societal structures shape the cognitive, physical, emotional, social and spiritual/moral wellbeing of people and affect developmental needs during different stages of life. These factors influence the way individuals grow, develop and function within society. The changing nature of families, groups and communities and their interrelationship within society is explored.

Taking action

Communicating and advocating

Communication is integral to sharing knowledge, skills and ideas, and to the evaluation and application of research evidence. Effective communication and interaction with peers, family, workplace and community members requires skills and practices to establish, strengthen and maintain relationships to achieve goals. Advocating for change highlights the importance of valuing the perspectives of individuals and different groups in society. It provides opportunities to raise awareness, share ideas and to question the provision of services, networks and resources that strengthen social justice and minimise disadvantage, inequity and discrimination.

Processes for meeting needs

An understanding of growth and development, individuality and diversity is fundamental to meeting needs. Students use the technology process to develop appropriate solutions to meet human needs while considering short-term and long-term consequences for society and the environment. Students apply effective self-management and decision-making skills when working individually and collaboratively.

Managing and collaborating

Management involves the efficient and effective use of resources to achieve goals while acknowledging the beliefs and values of those involved and those of the wider community. This requires working collaboratively and using management strategies that recognise strengths, promote negotiation, enhance leadership, personal and social resilience and encourage enduring relationships. Self-management involves the skills and strategies by which individuals effectively direct their own activities to the achievement of a goal. Self-management and the development of leadership skills require a commitment to teamwork, shared responsibilities and conflict resolution.

Influences and impacts

Social structures and systems

Social structures shape social systems. How people behave and live is largely formed by the social structures in which they find themselves. Social structure is evident through the prevailing social organisations, groups, status, roles, attitudes, beliefs and values that add order to people's lives. Social systems are influenced by changes in beliefs, values and practices as well as by economic, political, environmental and technological factors. These in turn impact on individuals and family groups and their expectation for support at various stages in their lives.

Social issues and trends

Social issues are influenced by many factors. These include changes in Australian and global demographics, trends in life expectancy, the diversity and nature of individuals, families, groups and communities, technological advances and social, economic and environmental factors related to sustainable development. Contemporary assessments of sustainability reflect shifts in societal values. Social debate, practical and theoretical studies and the application of research and statistical analysis all highlight individual, family and community issues. They provide insights into future social trends, supporting policy development and strategies to enhance the quality of life for future generations.

Ethical and legal awareness

Social structures, institutions and practices shape accepted ways of interacting. Social cohesion depends on respect for laws and rules, human rights, ethical values and caring attitudes. Core values and a commitment to the achievement of an individual's potential; self-acceptance and self-respect; respect and concern for others and their rights as well as social, civic and environmental responsibilities are all crucial to harmony, security and socially sustainable communities. Regard for human rights, equal opportunity, social justice and duty of care responsibilities are underpinned by ethical considerations and the beliefs and values of a caring, compassionate society. Laws and policies regulated through political and societal processes impact on the provision of social services. Accessibility and barriers to community services, resources and networks indicate the need for change in social attitudes, conventions and standards to ensure equity for all.

Progression from the Year 7–10 curriculum

This syllabus continues to develop student knowledge, understandings and skills from both the Year 7–10 Technologies curriculum, and the Year 7–10 Health and Physical Education curriculum.

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 may find opportunities to incorporate the capabilities into the teaching and learning program for the Children, Family and the Community ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

Students develop literacy capability as they communicate ideas, issues and opinions and analyse sources of information on factors that influence human development, the wellbeing of individuals, families and communities in an organised, logical and coherent manner. They learn to understand and use language to discuss and communicate information, concepts and ideas related to the course.

Numeracy

Students develop and apply numeracy knowledge and skills to gather, analyse, interpret and present information in numerical and graphical form and draw conclusions. They identify patterns and relationships in data and use these to identify trends and make informed decisions and apply this knowledge to real-life situations, including the development of support services and systems within communities.

Information and communication technology capability

Students develop information and communication technology (ICT) capability as they learn to use and apply ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively. They develop the knowledge and skills to use digital technologies to research and source information.

Critical and creative thinking

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. They learn how to critically evaluate evidence, explore alternatives, share ideas and raise awareness in the provision of services, networks and resources.

Personal and social capability

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, appreciate their own strengths and abilities and develop a range of self-management and interpersonal skills. Students learn to work collaboratively and use management strategies that recognise strengths, promote negotiation, enhance leadership, personal and social resilience and encourage enduring relationships within families, groups and communities.

Ethical understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and principles, and understand how reasoning can assist ethical judgement. They learn the importance of treating others with integrity, compassion and respect, value diversity and reflect on ethical principles of social justice, human rights, disadvantage, inequity and discrimination.

Intercultural understanding

Students develop intercultural understanding as they learn about, and engage with, diverse cultures in ways that recognise commonalities and differences, and cultivate mutual respect. They develop an understanding of how culture shapes personal and social perspectives, and appreciate differences in beliefs and perspectives that may cause tension between individuals and groups. Students develop strategies to maintain and foster individual and group integrity, respect and social cohesion.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Children, Family and the Community ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

This course provides an opportunity for students to learn about, and appreciate, Aboriginal and Torres Strait Islander histories and cultures through similarities and differences of family and kinship, community and societal structures across cultural groups. Students may explore a range of practices and strategies used within different communities to manage, maintain and promote the health and wellbeing of all members. Students could analyse how inclusive communities can address inequality and tolerance so that Australia progresses towards being a more sustainable society in all senses.

Asia and Australia's engagement with Asia

This course provides an opportunity to learn about the uniqueness and diversity of social structures and systems, ethnic backgrounds, cultures and family structures in communities within the Asia region. An understanding of Asia underpins the capacity of Australian students to be active and informed citizens, working together to build harmonious local, regional and global communities. Social structures and systems are influenced by changes in beliefs, values and practices as well as economic, political, environmental and technological factors all of which impact on Asia and Australia's engagement with Asia.

Sustainability

This course provides an opportunity for students to learn how changes in Australian and global demographics, trends in life expectancy, the diversity and nature of individuals, families, groups and communities, technological advances and social, economic and environmental factors are related to sustainable development. The sustainability priority provides insights into future generations and promotes sustainable patterns of living, which meet the needs of the present population without compromising the ability of future generations to meet their own needs. Actions to improve sustainability are both individual and collective endeavours shared across family, local, national and global communities.

Unit 1 – Building on relationships

Unit description

In this unit, students investigate the principles of development and how these relate to the domains and theories of development.

Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues.

Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

Unit content

This unit includes the knowledge, understandings and skills described below.

Growth and development

Nature of growth and development

- principles of development related to
 - heredity and environmental
 - cephalocaudal and proximodistal
 - simple to complex
 - rate of growth and development varies
 - critical periods
 - predictable sequence
 - laying foundations with each stage and area of development
- domains of development
 - physical
 - social
 - emotional
 - cognitive
 - spiritual/moral
- the relationship between the principles and domains of development
- theories of development
 - the relationship between individuals and their needs in Maslow’s Hierarchy of Needs – the five stage model
 - Bronfenbrenner’s ecological systems theory – the five environmental systems

Factors affecting development

- family types and structures in contemporary Australian society
- the impact of change in family types and structures on the growth and the development of individuals and families

- factors impacting on growth and development of individuals and families
 - social
 - cultural
 - environmental
 - economic
 - political
 - technological

Taking action

Communicating and advocating

- locate, analyse, select, organise, present and evaluate information from primary and secondary sources
- inequity or injustice issues experienced by individuals and families
- identify the role of the advocate

Processes for meeting needs

- the functional, social, cultural and economic features of products, services or systems developed for individuals and families to meet their needs
- identify influences on the development of a product, service or system to meet the needs of individuals and families

Managing and collaborating

- self-management skills to effectively use resources
 - self-set goals
 - time management
 - reflection and evaluation
- apply interpersonal skills when working collaboratively
 - teamwork
 - conflict resolution
 - assertiveness
 - effective communication
 - problem solving

Influences and impacts

Social structures and systems

- roles and responsibilities of formal community networks and support services
- roles and responsibilities of informal community networks and support services
- the relationship between changes in family types and structures, and community beliefs and values

Social issues and trends

- the impact of cultural diversity on the community
- the impact of change in family types and structures on individuals, families and the community
- the development, management and use of resources and support systems to address social issues and trends
- the relationship between social, environmental and economic components of sustainable living and the concept of the Triple Bottom Line

Ethical and legal awareness

- the concepts of laws, sanctions and social cohesion
- the relationships between laws, sanctions and social cohesion
- aim and purpose of *The United Nations Convention on the Rights of the Child 1989* (registered 1990) and its effect on the wellbeing of children, families and communities
- aim and purpose of the *Family Law Act 1975* and its effect on the wellbeing of children, families and communities
- aim and purpose of the *Working with Children Act 2004* and its effect on the wellbeing of children, families and communities

Unit 2 – My place in the world

Unit description

In this unit, students examine the effect on an individual's development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level, and are introduced to a range of advocacy types.

Students examine developmental theories and their influence on cognitive development.

Students use effective self-management and interpersonal skills when assessing or developing products, processes, services, systems or environments.

Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below.

Growth and development

Nature of growth and development

- factors impacting on the growth and development of individuals
 - biological
 - social
 - cultural
 - environmental
 - political
- theories of development
 - Piaget's theory of cognitive development – the four stages of cognitive development, including sub-stages
 - Erikson's theory of psychosocial development – the eight developmental stages
 - Vygotsky's theory of sociocultural development
 - zone of proximal development
 - scaffolding
 - more knowledgeable other
 - language development

Factors affecting development

- the impact of local, state and federal government strategies on the development of individuals, families and communities, with consideration to the following factors:
 - social
 - cultural
 - environmental
 - economic
 - political
 - technological

Taking action

Communicating and advocating

- compare, evaluate and analyse information from primary and secondary sources
- the process for advocating
- types of advocacy
 - self
 - individual
 - group
 - systemic
- advocacy skills
 - active listening
 - effective communication
 - assertiveness
 - resourcefulness
 - negotiation
- advocate on a local or state issue
- aims of empowerment
 - awareness of the rights of people
 - ability to make decisions
 - development of autonomous behaviour
- the interrelationship between advocacy and empowerment

Processes for meeting needs

- consideration of ethical, environmental and technological aspects in the development of products, services and systems for individuals, families and communities
- in the production and evaluation of a product, service or system, include the consideration of ethical, economic and environmental factors

Managing and collaborating

- apply decision-making tools, including
 - De Bono's Six Thinking Hats
 - PMI (plus, minus, interesting)
 - SWOT (strengths, weaknesses, opportunities and threats)
- select and use human and non-human resources when working with others

Influences and impacts

Social structures and systems

- the concept of social cohesion
- factors impacting on social cohesion within communities

Social issues and trends

- the effect of changing work and living patterns on the provision of community services
- the concept of sustainable living
- products, processes and systems that promote sustainable patterns of living

Ethical and legal awareness

- the social and environmental responsibilities of individuals and family groups
- the concept of human rights
- aim and purpose of the *Australian Human Rights Commission Act 1986*
- aim and purpose of the *Equal Opportunity Act 1984*
- the concepts of inequity and injustice
- impact of inequity and injustice experienced by individuals and families in communities

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Children, Family and the Community ATAR Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

Type of assessment	Weighting
<p>Investigation</p> <p>Directed research in which students plan, conduct and communicate an investigation.</p> <p>Students undertake research on an issue related to children, family or the community. They apply strategies, tools, processes or systems; use individual and collaborative investigative approaches, including observation, collecting and interpreting primary and secondary sources; and undertake practical activities.</p> <p>Evidence can include: observation checklists, evaluation tools (self or peer), journal entries, practical activities to gather information or test concepts, and/or multimedia presentations.</p>	20%
<p>Production</p> <p>A production project in which students explore ideas, design and produce a product, process, service, system or environment for individuals, families or a community.</p> <p>Students communicate and interact with individuals and groups in a practical way.</p> <p>Evidence can include: a structured journal or portfolio showing the exploration and development of ideas, designs and production of work, reflection on learning processes and evaluation.</p>	15%
<p>Response</p> <p>Students respond advocating on issues related to children, family and the community.</p> <p>Students apply their understandings and skills to respond to a series of stimuli or prompts, analyse, interpret, solve problems and answer questions in diagnostic, formative and summative tests and examinations.</p> <p>Oral and written evidence can include: situation analysis, practical activities that demonstrate findings, solutions, concepts and recommendations, observation records and checklists, response report, reflective journal and evaluation tools (self, peer or target group), essays and/or short and extended responses.</p>	25%
<p>Examination</p> <p>Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p>	40%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, student performance for an investigation could be validated by a task (such as a structured essay, extended answer or analysis of the primary and secondary sources used in the investigation) which is completed in class after the final presentation is submitted.

Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Children, Family and the Community ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au.

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

Appendix 1 – Grade descriptions Year 11

A

Investigation

Applies models, theories and principles to explain factors affecting individual, family and community growth and development.

Gathers, organises, interprets and uses reliable and relevant information and data from a variety of primary and secondary sources to identify and examine social issues.

Develops valid comparisons, makes informed decisions and substantiated conclusions.

Effectively explains family and community issues, trends and points of view in organised and appropriate formats.

Applies concise and appropriate course terminology supported by relevant examples.

Production

Clarifies and applies factors, such as ethical, economic and environmental, to planning processes to meet individual, family and/or community needs.

Independently selects, organises and uses a range of appropriate human and non-human resources in the production of a product, service or system.

Manages time effectively, plans accurately and in detail, and sets realistic goals.

Applies appropriate decision-making tools and effective interpersonal skills when working collaboratively and/or individually.

Applies logical processes and appropriate self-management skills to plan and develop products, services or systems with appropriate individual, family and community connections.

Response

Provides detailed and accurate responses based on interpretation of information and data from a range of primary and secondary sources.

Explains consequences, makes detailed and informed decisions to justify a point of view.

Provides well-developed and valid explanations of influences shaping attitudes, beliefs, values and/or living patterns.

Explains the effects of these influences on individual, family and/or community relationships, supported by relevant examples. Provides substantiated conclusions.

Provides logical and detailed responses to a variety of social issues or case studies, applying concise and appropriate course terminology.

B

Investigation

Uses models, theories and principles to describe factors affecting individual, family and community growth and development.

Gathers, organises and uses reliable and relevant information and data from primary and secondary sources to identify and describe social issues.

Makes comparisons, decisions and mostly valid conclusions.

Explains family and community issues, trends and/or points of view in organised and appropriate formats.

Uses appropriate course terminology with relevant examples.

Production

Considers and applies factors, such as ethical, economic and environmental, to planning processes to meet individual, family and/or community needs.

Selects, organises and uses appropriate human and non-human resources in the production of a product, service or system.

Manages time, plans in detail and sets realistic goals.

Uses appropriate decision-making tools and interpersonal skills when working collaboratively and/or individually.

Applies processes and self-management skills to develop products, services or systems with appropriate individual, family and community connections.

Response

Provides accurate responses based on relevant information and data from primary and secondary sources.

Describes consequences and makes informed decisions to justify a point of view.

Provides explanations of influences effecting attitudes, beliefs, values and/or living patterns.

Describes the effects of these influences on individual, family and/or community relationships, with relevant examples. Provides valid conclusions.

Provides detailed responses to social issues or case studies, using appropriate course terminology.

C

Investigation

Describes models, theories and principles to outline factors affecting individual, family and community growth and development.

Uses mostly relevant information and data from primary and secondary sources to describe social issues.

Makes simple comparisons and decisions, and broad, general conclusions.

Describes family and community issues or points of view using suitable formats.

Uses general course terminology with examples.

Production

Applies some factors, such as ethical, economic and environmental, to planning processes to meet individual, family or community needs.

Selects mostly appropriate human and non-human resources in the production of a product, service or system.

Manages time and sets simple achievable goals.

Uses some appropriate decision-making tools and interpersonal skills when working collaboratively and/or individually.

Uses simple processes and self-management skills to develop products, services or systems with some individual, family and/or community connections.

Response

Provides general responses based on information or data from primary and secondary sources.

Outlines consequences and makes broad, general decisions to justify a point of view.

Provides general descriptions of influences on attitudes, beliefs, values or living patterns.

Outlines the effects of these influences on individual, family and/or community relationships, with examples. Provides general conclusions.

Provides general responses to social issues or case studies, using some general course terminology.

D	<p>Investigation</p> <p>Identifies aspects of models, theories and/or principles with limited, simple connections to individual, family or community growth and development.</p> <p>Uses minimal information or data from primary or secondary sources to list some social issues.</p> <p>Makes brief, unsubstantiated decisions and statements.</p> <p>States some family and/or community issues or opinions.</p> <p>Uses limited course terminology with simple examples.</p>
	<p>Production</p> <p>Makes limited references to factors, such as ethical, economic and/or environmental, when using simple, easy-to-follow processes to meet an individual, family or community need.</p> <p>Uses a limited selection of human and non-human resources in the production of a simple product, service or system.</p> <p>Requires constant assistance to manage time, and sets unrealistic goals.</p> <p>Often selects inappropriate decision-making tools and uses limited interpersonal skills when working collaboratively and/or individually.</p> <p>Uses brief and often confusing processes to develop a simple product, service or system with limited individual, family or community connections.</p>
	<p>Response</p> <p>Provides brief responses with limited information from primary or secondary sources.</p> <p>Makes unsubstantiated claims or superficial statements.</p> <p>Recalls some influences on attitudes, beliefs, values or living patterns.</p> <p>States simply the effects of these influences on individual, family and/or community relationships, mostly based on personal experiences or examples.</p> <p>Provides a brief, personal perspective to a social issue or case study, using limited course terminology.</p>
E	<p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>