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

CHILDREN, FAMILY AND THE COMMUNITY

General course

Year 12 syllabus for teaching from 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.

Important information

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2027.

Users of this 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, 2023

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.

Contents

Rationale **1**

Aims **2**

Organisation **2**

Structure of the syllabus 2

Organisation of content 3

Representation of the General Capabilities 5

Representation of the Cross-curriculum Priorities 7

Unit 3 – Building on relationships **8**

Unit description 8

Unit content 8

Unit 4 – My place in the community **11**

Unit description 11

Unit content 11

School-based assessment **14**

Assessment table – Year 12 14

Externally set task 15

Grading 16

Appendix 1 – Grade descriptions Year 12 ..... **17**

Rationale

The Children, Family and the Community General course develops students' knowledge and appreciation of influences on human growth and development and provides a context for the wellbeing of individuals, families and communities. Students develop an understanding of the effects that social, cultural, ethical, economic, political and technological circumstances have on the ability of individuals and families to recognise and fulfil their roles and responsibilities within the community. They recognise the knowledge, protocols and skills required to support inclusion and diversity and aid in the creation and development of safe, cohesive and sustainable communities.

Students build on the continually evolving practices, conditions and requirements of working with children, families and the community, with a focus on practical skills and professional expectations. They investigate social and community responsibilities, ethical practices and environmental factors in the design and evaluation of proposals and creation of products and services for specified needs. To encourage and promote optimal growth and development of individuals, family and communities, students become aware of a range of influences which contribute to making informed decisions. These include social, cultural and ethical norms, community responsibilities, access to support services, expected protocols and regulatory requirements that oversee the provision of support services.

Students interact, communicate and investigate products, services and systems to provide options to resolve issues, promote cohesion and define the challenges of individuals, families and communities. They advocate; consider alternative perspectives, protocols and practices; problem-solve; and make informed decisions and consider preferred actions for personal, family and community requirements. Students communicate and interact with children, families and community groups in practical ways. They learn to appreciate ways that beliefs, values and ethical influences are considered when individuals, families and communities make decisions.

The course builds on students' ability to clarify concepts and ideas, and acquire, develop and apply practical skills for use in everyday life. These skills support confidence, independent living and an appreciation of social, ethical, economic, community and environmental resources. Key skills developed include advocacy, project management, collaboration, problem-solving, effective communication, negotiation, leadership, ethical judgement, exploring alternatives, and applying regulatory requirements for safe environments. Students also learn about workplace health and safety roles and responsibilities.

The course provides students with essential foundations for further training and industry-related careers in areas such as education, nursing, psychology, community services, social work, care work and management including aged care and childcare, early childhood supervision, the allied health sector, volunteering and local government. Through practical experience, students in the course become informed contributors to community wellbeing.

Aims

The Children, Family and the Community General course aims to develop students':

- knowledge, skills and understanding of factors, practices and processes to assist individuals and families to live, contribute and work in safe, cohesive and inspiring communities
- appreciation of factors that impact on, and strategies designed to promote and optimise, human growth and development
- application of the technology process to meet human needs by
  - investigating and ideating issues, values, needs and opportunities
  - generating and designing ideas for production proposals
  - organising, implementing and adjusting production processes
  - producing a product, service and/or system
  - evaluating intentions, plans and actions
- application of advocacy skills, self-management and interpersonal skills to establish and maintain relationships
- ability to communicate information for a range of purposes and audiences
- respect for interrelationships, social structures and ways that social issues and trends result from social, cultural, environmental, economic and political forces, and how 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 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3 – 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 4 – My place in the community

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.

Suggested contexts

Two suggested contexts have been identified for the Children, Family and the Community General course.

Living Independently

The focus for this suggested context is youth, adults and/or seniors or aged, with or without additional needs, living independently. At various stages throughout life, individuals live independently either by choice or through unplanned circumstances.

Caring for Others

The focus for this suggested context is on caring for infants, children, adults, seniors or the aged. Individuals may require care that may be provided by family members, volunteers, paid individuals and/or community support services.

Schools may select a suggested context that meets the needs and interests of their students.

Each unit includes:

- a unit description – a short description of the focus of the unit
- suggested contexts – a context in which the unit content could be taught
- unit content – the content to be taught and learned.

Organisation of content

For each unit, the course content is divided 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 the 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 assists students to predict individual, family and community needs.

Factors affecting development

Biological and environmental factors and 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 practice 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.

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.

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 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.

Social issues and trends

Social issues are influenced by many factors. These include changes 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.

Ethical and legal awareness

Social structures, institutions and practices shape accepted ways of interacting. Social cohesion depends on respect for laws and rules, sanctions, 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.

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. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Children, Family and the Community General course.

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 them 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

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities 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

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 them into the teaching and learning program for the Children, Family and the Community General 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.

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 3 – 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.

Suggested contexts

Living Independently

The focus for this suggested context investigates, develops and evaluates aspects of advocating, self-management, strengthening relationships, building resilience and connectedness, relationships and local community networks.

Caring for Others

The focus for this suggested context investigates, develops and evaluates aspects of family relationships, building resilience and connectedness, development through play, parenting styles and child rearing practices.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

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
- the relationship between physical, social, emotional, cognitive and spiritual/moral domains of growth and development of individuals
- 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 theory of ecological systems– the five environmental systems

Factors affecting development

- family types and structures in contemporary Australian society
- impact of change in family types and structures on relationships, growth and development of individuals and families
- influences on growth and development of individuals and families
  - social
  - cultural
  - environmental
  - economic
  - political
  - technological

Taking action

Communicating and advocating

- locate, select, organise, present and evaluate information from primary and secondary sources
- inequity or injustice issues experienced by individuals and/or families
- the concept of advocating

Processes for meeting needs

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

Managing and collaborating

- self-management skills to effectively use resources
- interpersonal skills for working collaboratively
  - teamwork
  - conflict resolution
  - assertiveness
  - effective communication
  - problem solving

Influences and impacts

Social structures and systems

- impact of attitudes, beliefs and values on the provision, management and use of resources, networks and support systems
- the relationship between changes in family types and structures and community beliefs and values

Social issues and trends

- influence of cultural diversity within communities
  - customs
  - social cohesion
  - social network
  - beliefs and values
  - inclusivity
- the impact of change in family types and structures on community services
- evaluation of resources and support systems to address social issues and trends

Ethical and legal awareness

- the concepts of laws, sanctions and social cohesion
- the social and environmental responsibilities of individuals and family groups
- rights and responsibilities of individuals and groups when entering into contracts
- aim and purpose of *The United Nations Convention on the Rights of the Child 1989* (registered 1990) and its effect on wellbeing of children, families and communities
- aim and purpose of the *Family Law Act 1975* and its effect on 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 4 – My place in the community

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.

Suggested contexts

Living Independently

The focus for this suggested context is on aspects of rights and responsibilities, advocacy, empowerment and contemporary societal issues.

Caring for Others

The focus for this suggested context investigates aspects of social cohesion, change in family structures, inequity and injustice experienced by individuals and families in communities, and advocacy of the rights of people, their ability to make decisions and develop autonomous behaviours.

Unit content

This unit builds on the content covered in Unit 3.

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
- the relationship between growth and development for individuals and groups with respect to the following theories:
  - Piaget's theory of cognitive development – the four stages of cognitive development
  - Erikson's theory of psychosocial development – the eight developmental stages
  - Vygotsky's theory of sociocultural development
    - zone of proximal development
    - more knowledgeable other
    - scaffolding

Factors affecting development

- impact of change in family types and structures on communities
- influence of government and community strategies on the development of individuals, families and communities, with consideration of the following factors:
  - social
  - cultural
  - environmental
  - economic
  - political
  - technological

Taking action

Communicating and advocating

- evaluation of information gathered from primary and secondary sources
- the role of the advocate
- types of advocacy
  - self
  - individual
  - group
  - systemic
- advocacy skills
  - active listening
  - effective communication
  - assertiveness
  - resourcefulness
  - negotiation
- advocacy of a local, state or national issue
- aims of empowerment
  - awareness of the rights of people
  - ability to make decisions
  - development of autonomous behaviours
- the interrelationship between advocacy and empowerment

Processes for meeting needs

- ethical, environmental and technological features of products, services or systems developed for individuals, families and communities
- the application of ethical, economic and environmental factors when producing and evaluating a product, service or system

Managing and collaborating

- decision-making process, such as De Bono's Six Thinking Hats, and consequence and sequel (C&S)
- human and non-human resources for working collaboratively

Influences and impacts

Social structures and systems

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

Social issues and trends

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

Ethical and legal awareness

- the relationship between laws, sanctions and social cohesion
- the concept of human rights
- aim and purpose of *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 General Year 12 syllabus and the weighting for each assessment type.

Assessment table – Year 12

Type of assessment	Weighting
Investigation Directed research in which students plan, conduct and communicate an investigation. Students undertake research on children, family and community issues, applying strategies, tools, processes or systems. They use individual and collaborative investigative approaches, including observation, collecting and interpreting primary and secondary sources and undertaking practical activities. Evidence can include: observation checklists, evaluation tools (self or peer), journal, practical activities to gather information or test concepts, and/or multimedia presentations.	25%
Production A production project in which students explore ideas, design and produce a product, process, service, system or environment for individuals, families or communities. Students communicate and interact with individuals and groups in a practical way. Evidence can include: a journal or portfolio showing the exploration and development of ideas, designs and production of work, reflection on learning processes and evaluation and modification.	50%
Response Students make responses advocating on issues related to children, family and the community. 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. 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), and/or essays and extended responses.	10%
Externally set task A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.	15%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

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. The externally set task occurs in Term 2.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, student performance for an investigation could be validated in class after the final presentation is submitted.

Externally set task

All students enrolled in the Children, Family and the Community General Year 12 course will complete the externally set task developed by the Authority. Schools are required to administer this task in Term 2 at a time prescribed by the Authority.

Externally set task design brief – Year 12

Time	50 minutes
Format	Written
	Conducted under invigilated conditions
	Typically between two and five questions
Content	The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based

Refer to the *WACE Manual* for further information.

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. 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 General Year 12 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 12

A	**Investigation** Effectively communicates ideas, issues and opinions in an organised and coherent manner; clearly presents findings and related information in an appropriate format and structure using concise course terminology. Investigates and accurately adapts models, theories and principles for specific situations and scenarios. Identifies and uses accurate, reliable and relevant information from a wide variety of primary and secondary sources appropriate for conducting the specified research task. Interprets and applies relevant evidence to make valid, informed decisions.
	Production Independently selects, organises and manages human and non-human resources to produce and implement detailed, logical plans and develop appropriate products designed to meet the identified needs of others. Accurately applies appropriate, detailed decision-making processes and considers a wide variety of specified needs and production constraints. Independently selects and applies a range of appropriate self-management and interpersonal skills to ensure timely development and efficient production of products, services or systems.
	Response Provides accurate, relevant and organised documentation to effectively communicate with specified audiences. Provides accurate, detailed explanations of the interrelationship of attitudes, beliefs, values and/or lifestyle behaviours influencing individuals and families. Proposes and develops arguments based on relevant research and applies examples to support various points of view, with reference to different perspectives where appropriate.

B	**Investigation** Communicates issues and opinions in an organised manner; presents findings and information in an appropriate format and structure using course terminology. Accurately adapts models, theories and principles for specific situations and scenarios. Locates and uses accurate and relevant information from a variety of primary and secondary sources appropriate for conducting research. Applies relevant evidence to make valid, informed decisions.
	Production Selects, organises and manages human and non-human resources to produce and implement logical plans and develop appropriate products to meet the identified needs of others. Applies appropriate decision-making processes and considers a variety of specified needs and production constraints. Selects and applies appropriate self-management and interpersonal skills to the development and efficient production of products, services or systems.
	Response Provides accurate and organised documentation to communicate with specified audiences. Provides accurate explanations of the interrelationship of attitudes, beliefs, values and/or lifestyle behaviours influencing individuals and families. Develops arguments based on relevant research and uses examples to support points of view, with reference to a specific perspective where appropriate.

C	**Investigation** Communicates issues and opinions in a general manner; presents information in an appropriate format and structure using some course terminology. Adapts models, theories and principles generally for most situations. Uses relevant information from primary and secondary sources when conducting research. Uses relevant evidence to make informed decisions.
	Production Uses human and non-human resources to produce and implement general plans, and develop products to meet some identified needs of others. Uses decision-making processes based on specified needs and considers some production constraints. Uses appropriate self-management and interpersonal skills in the production of products, services or systems.
	Response Provides organised documentation to communicate generally with specified audiences. Provides descriptions of the interrelationship of attitudes, beliefs, values and/or lifestyle behaviours influencing individuals and families. Develops broad, general arguments based on research and uses examples to give a point of view.

D	**Investigation** Communicates issues and opinions in a superficial manner; briefly outlines incomplete information using limited course terminology. Adapts aspects of models, theories, and/or principles, often inappropriately for the situation. Uses limited information from a primary or secondary source when conducting research. Uses little or no relevant evidence to make decisions.
	Production Uses human and non-human resources to produce simple products, with limited relevance to the identified needs of others. With assistance, outlines decision-making processes and provides limited links to specified needs and production constraints. Uses limited self-management and interpersonal skills in the production of products, services or systems.
	Response Provides limited, often unorganised, documentation to communicate with others. Provides brief statements of the relationship between attitudes, beliefs, values and/or lifestyle behaviours influencing individuals or families. Relies on personal experiences to provide a point of view.

E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

