



SAMPLE COURSE OUTLINE

CHILDREN, FAMILY AND THE COMMUNITY

ATAR YEAR 12

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.

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](#).

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Children, Family and the Community – ATAR Year 12

Unit 3 – The change factor and Unit 4 – Shaping the world

Semester 1

Week	Syllabus content
1–5	Developmental theories <ul style="list-style-type: none"> developmental theories in terms of the interrelationship between social, cultural, biological and environmental factors: <ul style="list-style-type: none"> Piaget’s theory of cognitive development – the four stages of cognitive development, including sub-stages, experiments relevant for each stage Bronfenbrenner’s ecological systems theory – the five environmental systems Vygotsky’s theory of sociocultural development <ul style="list-style-type: none"> zone of proximal development scaffolding more knowledgeable other language development, including three stages of speech (external, egocentric and inner speech) Erikson’s theory of psychosocial development – the eight developmental stages.
6–7	Nature of growth and development <ul style="list-style-type: none"> Piaget’s theory of cognitive development and Erikson’s theory of psychosocial development and the relationship between biological and environmental aspects of growth and development. the interrelationship of the five environmental systems in Bronfenbrenner’s ecological systems theory and their impact on the development of individuals. Task 1: Test – Developmental theories
8–9	Community development <ul style="list-style-type: none"> principles of community development <ul style="list-style-type: none"> sustainability diversity human rights social justice addressing disadvantage valuing local knowledge, culture, skills and resources. the relevance of functional, social and cultural factors when developing and evaluating either a product, service or system. consider the relevance of cultural, environmental and economic factors when developing and evaluating either a product, service or system.
10–12	Community support systems <ul style="list-style-type: none"> impact of government policy on the provision of community support systems. influence of changing societal attitudes and values on the development, management and use of community support systems. impact of federal government policy on social, cultural, environmental and economic factors affecting growth and development of individuals and families in an identified community. roles and responsibilities of individuals, families, communities and government in the formation of community partnerships. the application of the Triple Bottom Line theory to the provision of a community service or system. Task 2: Community support systems

Week	Syllabus content
13–15	Sustainable communities <ul style="list-style-type: none"> influence of individual and group actions to create and maintain sustainable patterns of living. current national or global issues or trends that influence people's actions to create sustainable patterns of living. analyse ethical, technological and sustainable features of existing products, services and systems designed for individuals and families. apply self-management skills and strategies to support the sustainable use of resources that contribute to individual, group and population goals. apply self-management skills and strategies to enhance interactions in relationships with others. the application of the Five Capitals Model of sustainable development (natural, human, social, manufactured and financial resources) to improve community wellbeing. Task 3: Sustainable community project
16	Task 4: Semester 1 Examination

Semester 2

Week	Syllabus content
1–3	<p>Community structures</p> <ul style="list-style-type: none"> analyse social, ethical, environmental, economic and political features evident in existing products, services and systems developed for individuals, families and communities. factors that influence social cohesion within different community structures in Australia and overseas. the relationship between social cohesion, social systems and a sustainable society. <p>Task 5: Test – Community structures</p>
4–6	<p>Human rights</p> <ul style="list-style-type: none"> role and responsibility of state and federal governments when considering the human rights of individuals, families and communities. key legislation influencing human rights in Australia <ul style="list-style-type: none"> <i>Australian Human Rights Commission Act 1986</i> <i>Equal Opportunity Act 1984</i>. role of the Australian Human Rights Commission and the Equal Opportunity Commission of Western Australia. relationship between social justice, and political and legal issues relating to individuals, families and communities. <p>Task 6: Human rights</p>
7–9	<p>Advocacy</p> <ul style="list-style-type: none"> use the technology process to develop and implement a model for advocacy <ul style="list-style-type: none"> investigate devise produce/implement evaluate. advocate on a national or global issue. select and apply communication skills and strategies for advocacy. select and apply advocacy skills to empower others on a national or global issue. develop and communicate a plan to advocate for equal opportunity, social justice or change. select and adapt advocacy skills to promote change in community beliefs and attitudes on national or global issues. apply conflict resolution skills when working with others. <p>Task 7: Advocate for change</p>
10–12	<p>United Nations Sustainable Development Goals (SDGs)</p> <ul style="list-style-type: none"> compare, analyse and apply information from primary and secondary sources. the protection of the rights of children in Australia and globally. aim and impact of the following selected United Nations Sustainable Development Goals (SDGs): <ul style="list-style-type: none"> good health and well-being quality education decent work and economic growth reduced inequality sustainable cities and communities partnerships to achieve the goal. <p>Task 8: Test – United Nations Sustainable Development Goals (SDGs)</p>

Week	Syllabus content
13–15	Principles of equity <ul style="list-style-type: none">• social, cultural, environmental, economic and political factors impacting on the growth and development of population groups in Australian and overseas communities.• principles of equity, diversity and human rights.• principles of <i>Australia's Human Rights Framework 2010</i>.• purpose of the <i>Universal Declaration of Human Rights 1948</i>.
16	Task 9: Semester 2 Examination