



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

# CHILDREN, FAMILY AND THE COMMUNITY

ATAR COURSE

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Year 12 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 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 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 – The change factor

This unit focuses on challenges that confront individuals, families and communities in a rapidly developing society and the need to adapt to growing social, cultural, environmental, economic and political circumstances. Students understand the importance of sustainable practices when producing and evaluating resources designed to improve quality of life. They develop an appreciation and understanding of the role of the advocate on national and global issues through participation in an advocacy project.

Students compare, contrast and test developmental theories through observation and participation in practical activities at school or in the community.

#### Unit 4 – Shaping the world

This unit examines the principles of social, economic and political justice and environmental accord. Students investigate ways to address issues that have been created by rapid social, cultural, economic and technological change.

Students explore the characteristics of sustainable communities in Australia and overseas. They consider products, processes, services, systems, structures and relationships that actively support current and future generations' capacity to create healthy communities.

Students work collaboratively to research and develop strategies to advocate for the needs of specific groups. These strategies are designed to empower and help individuals and communities to manage now and in the future.

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 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. 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 and communities grow and 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. Students use the technology process to develop and implement a model for advocacy. Advocating for change, equal opportunity and social justice 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 advocacy skills to promote change in community beliefs and attitudes. 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 social organisations, groups, status, roles, attitudes, beliefs and values that add order to people's lives. Societal attitudes and values influence the development, management and use of community support systems and the relationship between social cohesion, social systems and a sustainable society.

### 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. The Five Capitals Model defines five categories of resources: natural, human, social, manufactured and financial. Social debate and the application of research and statistical analysis 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 socially sustainable communities. Laws and policies regulated through political and societal processes impact on the provision of social services.

## 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 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 3 – The change factor

### Unit description

This unit focuses on challenges that confront individuals, families and communities in a rapidly developing society and the need to adapt to growing social, cultural, environmental, economic and political circumstances. Students understand the importance of sustainable practices when producing and evaluating resources designed to improve quality of life. They develop an appreciation and understanding of the role of the advocate on national and global issues through participation in an advocacy project.

Students compare, contrast and test developmental theories through observation and participation in practical activities at school or in the community.

### 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. This is the examinable content.

### Growth and development

#### Nature of growth and development

- developmental theories in terms of the interrelationship between social, cultural, biological and environmental factors
  - 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
    - zone of proximal development
    - scaffolding
    - more knowledgeable other
    - language development, including the three stages of speech (external, egocentric and inner speech)
  - Erikson’s theory of psychosocial development – the eight developmental stages

#### Factors affecting development

- social, cultural, environmental, economic and political factors impacting on the growth and development of population groups in Australian and overseas communities

### Taking action

#### Communicating and advocating

- compare, analyse and apply information from primary and secondary sources
- use the technology process to develop and implement a model for advocacy
  - investigate
  - devise
  - produce/implement
  - evaluate

- advocate on a national or global issue

### **Processes for meeting needs**

- analyse ethical, technological and sustainable features of existing products, services and systems designed for individuals and families
- the relevance of functional, social and cultural factors when developing and evaluating either a product, service or system

### **Managing and collaborating**

- apply self-management skills and strategies to enhance interactions in relationships with others
- apply conflict resolution skills when working with others

### **Influences and impacts**

#### **Social structures and systems**

- principles of community development
  - sustainability
  - diversity
  - human rights
  - social justice
  - addressing disadvantage
  - valuing local knowledge, culture, skills and resources
- 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

#### **Social issues and trends**

- influence of individual and group actions to create and maintain sustainable patterns of living
- the application of the Five Capitals Model of sustainable development (natural, human, social, manufactured and financial resources) to improve community wellbeing
- the application of the Triple Bottom Line theory to the provision of a community service or system

#### **Ethical and legal awareness**

- factors that influence social cohesion within different community structures in Australia and overseas
- 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
  - *Australian Human Rights Commission Act 1986*
  - *Equal Opportunity Act 1984*
- 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

## Unit 4 – Shaping the world

### Unit description

This unit examines the principles of social, economic and political justice and environmental accord. Students investigate ways to address issues that have been created by rapid social, cultural, economic and technological change.

Students explore the characteristics of sustainable communities in Australia and overseas. They consider products, processes, services, systems, structures and relationships that actively support current and future generations' capacity to create healthy communities.

Students work collaboratively to research and develop strategies to advocate for the needs of specific groups. These strategies are designed to empower and help individuals and communities to manage now and in the future.

### Unit content

This unit builds on the content covered in Unit 3.

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

#### Growth and development

##### Nature of growth and development

- 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

##### Factors affecting development

- impact of federal government policy on social, cultural, environmental and economic factors affecting growth and development of individuals and families in an identified community
- the protection of the rights of children in Australia and globally
- aim and impact of the following selected United Nations Sustainable Development Goals (SDGs)
  - good health and well-being
  - quality education
  - decent work and economic growth
  - reduced inequality
  - sustainable cities and communities
  - partnerships to achieve the goal

## Taking action

### Communicating and advocating

- 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

### Processes for meeting needs

- analyse social, ethical, environmental, economic and political features evident in existing products, services and systems developed for individuals, families and communities
- consider the relevance of cultural, environmental and economic factors when developing and evaluating either a product, service or system

### Managing and collaborating

- select and adapt advocacy skills to promote change in community beliefs and attitudes on national or global issues
- apply self-management skills and strategies to support the sustainable use of resources that contribute to individual, group and population goals

## Influences and impacts

### Social structures and systems

- roles and responsibilities of individuals, families, communities and government in the formation of community partnerships
- the relationship between social cohesion, social systems and a sustainable society

### Social issues and trends

- current national or global issues or trends that influence people's actions to create sustainable patterns of living

### Ethical and legal awareness

- principles of equity, diversity and human rights
- principles of *Australia's Human Rights Framework 2010*
- purpose of the *Universal Declaration of Human Rights 1948*



## 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 12 syllabus and the weighting for each assessment type.

### Assessment table – Year 12

Type of assessment	Weighting
<p><b>Investigation</b></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, practical activities to gather information or test concepts, and/or multimedia presentations.</p>	20%
<p><b>Production</b></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, and/or modification.</p>	15%
<p><b>Response</b></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>Stimulus material can include text, diagrams, graphs, tables, data, case studies, scenarios, media extracts, cartoons and/or photographs.</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><b>Examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	40%

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 twice. At least two response tasks should be completed in class under test conditions.

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 by a task (such as a structured essay, extended answer or analysis of the primary and secondary sources used in the investigation) 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. 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 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](http://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.

## **ATAR course examination**

All students enrolled in the Children, Family and the Community ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the ATAR course examination are prescribed in the examination design brief on the following page.

Refer to the WACE Manual for further information.

## Examination design brief – Year 12

### Time allowed

Reading time before commencing work: ten minutes

Working time for paper: three hours

### Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: nil

Section	Supporting information
<b>Section One</b> <b>Multiple-choice</b> 10% of the total examination 10 questions Suggested working time: 10 minutes	Questions can require the candidate to respond to stimulus material. Stimulus material can include: text, diagrams, graphs, tables, data and/or photographs.
<b>Section Two</b> <b>Short answer</b> 50% of the total examination 6–8 questions Suggested working time: 90 minutes	Questions can require the candidate to respond to stimulus material. Stimulus material can include: text, diagrams, graphs, tables, data, case studies, scenarios, media extracts, cartoons and/or photographs.  Questions are structured as a combination of closed and open questions. Responses can be in the form of short paragraphs, dot points, diagrams and/or tables.  Questions can have parts.
<b>Section Three</b> <b>Extended answer</b> 40% of the total examination Two questions from a choice of three Suggested working time: 80 minutes	Questions can require the candidate to respond to stimulus material. Stimulus material can include: text, diagrams, graphs, tables, data, case studies, scenarios, media extracts, cartoons and/or photographs.  Questions can have parts which can be of increasing complexity.

## Appendix 1 – Grade descriptions Year 12

A	<p><b>Investigation</b></p> <p>Effectively and accurately communicates ideas and issues, and justifies opinions in a comprehensive and logical manner.</p> <p>Infers, applies and presents detailed research findings and related information and data in a well-structured and appropriate format.</p> <p>Interprets, analyses and applies models, theories and principles accurately and comprehensively, adapting to suit specific situations.</p> <p>Compares, analyses and applies reliable and relevant information collated from a variety of primary and secondary sources.</p>
	<p><b>Production</b></p> <p>Independently selects, interprets and applies appropriate self-management skills and strategies to identify, analyse and develop relevant resources designed to promote and enhance community wellbeing.</p> <p>Clarifies and accurately applies sophisticated conflict resolution skills and prepares clear, concise actions and strategies to overcome a range of challenges.</p> <p>Develops accurate, appropriate and detailed plans to effectively communicate and advocate for specific needs, equal opportunity and/or social justice; accounts for specified situations.</p>
	<p><b>Response</b></p> <p>Consistently provides accurate analysis of relevant information and data to develop detailed, valid conclusions; correctly applies concise course terminology and implements an appropriate format for the specified target audience.</p> <p>Provides accurate and detailed interpretations and analysis of changing societal attitudes and values, the development of policies and community support services for individuals, families and communities.</p> <p>Proposes, develops and sustains arguments based on research and refers to a range of relevant factors to substantiate specific points of view and provide detailed, appropriate and informed solutions.</p>
B	<p><b>Investigation</b></p> <p>Accurately communicates ideas and issues, and opinions, in a logical manner.</p> <p>Applies and presents research findings, and related information and data, in a structured and appropriate format.</p> <p>Interprets and applies models, theories and principles accurately, adapting to specific situations.</p> <p>Compares and applies reliable and relevant information collated from a variety of primary and secondary sources.</p>
	<p><b>Production</b></p> <p>Selects and applies appropriate self-management skills and strategies to identify and develop relevant resources designed to promote and enhance community wellbeing.</p> <p>Accurately applies appropriate conflict resolution skills, and prepares clear actions and strategies to overcome challenges.</p> <p>Develops accurate and appropriate plans to communicate and advocate for specific needs, equal opportunity and/or social justice in various situations.</p>
	<p><b>Response</b></p> <p>Provides accurate explanations of relevant information and data to develop valid conclusions; applies course terminology and an appropriate format for the specified audience.</p> <p>Provides accurate interpretations and explanations of changing societal attitudes and values, the development of policies and community support services for individuals, families and communities.</p> <p>Develops arguments based on research and refers to relevant factors to present specific points of view and provide appropriate, informed solutions.</p>

C	<p><b>Investigation</b></p> <p>Describes ideas and issues, and opinions in an organised manner. Presents general findings, and some related information, in an appropriate format. Applies models, theories and principles generally with some links to specific situations. Compares and generally describes reliable and relevant information collated from some primary and secondary sources.</p>
	<p><b>Production</b></p> <p>Selects and uses appropriate self-management skills and strategies to develop relevant resources to promote community wellbeing. Uses appropriate conflict resolution skills, and outlines some strategies to overcome challenges. Develops general plans to communicate and advocate for specific needs, equal opportunity and/or social justice in given situations.</p>
	<p><b>Response</b></p> <p>Provides descriptions of information and data to develop general conclusions; uses course terminology and an appropriate format for the specified audience. Provides broad, general interpretations of societal attitudes and values, and describes policies and community support services for individuals, families and/or communities. Provides general arguments based on research and refers to given factors to give points of view, supported by examples, and provide appropriate solutions.</p>
D	<p><b>Investigation</b></p> <p>States ideas and issues, and opinions, in a simple manner. States limited findings, and information, in a given format. Uses elements of models, theories and/or principles with limited or no links to specific situations. States briefly information gathered from limited primary and secondary sources.</p>
	<p><b>Production</b></p> <p>Uses limited self-management skills and strategies to develop simple resources to help a community. Uses limited conflict resolution skills, and often inappropriate strategies to overcome challenges. Develops simple plans to advocate for a specific need, equal opportunity and/or social justice situation.</p>
	<p><b>Response</b></p> <p>Provides incomplete summaries of information to develop brief conclusions; uses limited course terminology. Provides brief statements of societal attitudes and values, and lists policies and community support services for individuals, families and/or communities. Provides simple arguments with limited reference to given factors to state an opinion and provide solutions.</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>