



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

# CHILDREN, FAMILY AND THE COMMUNITY

GENERAL COURSE

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Year 11 syllabus

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2015.

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 General 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 have an 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. Students understand that beliefs, values and ethics influence decisions made by individuals, families, and communities.

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

## Course outcomes

The Children, Family and the Community General 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 – Families and relationships

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities.

Through an understanding of growth and development, students recognise the characteristics of individuals and families and that development is affected by biological and environmental influences. They identify roles and responsibilities of families, and examine their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants.

Students make decisions, examine consequences and develop skills to accommodate actions that impact themselves or others. Skills, processes, understandings and knowledge are developed through individual and group experiences. Students design and produce products and services that meet the needs of individuals, families and communities.

#### Unit 2 – Our community

This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.

Students examine the roles and responsibilities of particular groups, networks, and services, and the impact of attitudes, beliefs and values on the management of resources. Students engage in shared research practice, communicate information, use decision-making, goal setting, self-management and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

#### 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 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.

#### **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.

### **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. Recognising the need 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, 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.

**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 General 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 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.

## **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 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 and communities.

# Unit 1 – Families and relationships

## Unit description

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities.

Through an understanding of growth and development, students recognise the characteristics of individuals and families and that development is affected by biological and environmental influences. They identify roles and responsibilities of families and examine their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants.

Students make decisions, examine consequences and develop skills to accommodate actions that impact themselves or others. Skills, processes, understandings and knowledge are developed through individual and group experiences. Students design and produce products and services that meet the needs of individuals, families and communities.

## Suggested contexts

### Living Independently

The focus for this suggested context investigates and evaluates aspects of family life, family types and differences, cultural diversity, self-management, taking responsibility and community life.

### Caring for Others

The focus for this suggested context investigates and evaluates aspects of nature and nurture, maternal health and neonatal care, uniqueness and diversity, family life, history and traditions, and healthy lifestyles.

## Unit content

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

### Growth and development

#### Nature of growth and development

- the domains of development
  - physical
  - social
  - emotional
  - cognitive
  - spiritual/moral
- differences in growth and development of individuals
- the importance of meeting the developmental needs of an individual
- biological and environmental influences on the growth and development of individuals

**Factors affecting development**

- family types and structures
  - adoptive
  - blended
  - childless
  - communal
  - de facto
  - extended
  - foster
  - nuclear
  - same sex couples
  - sole parent
- roles and responsibilities of family in the community
- influence of beliefs and values of family members on the growth and development of individuals
- community services available to individuals and families in Western Australia

**Taking action****Communicating and advocating**

- use research skills to gather information from primary and secondary sources
- communicate ideas using appropriate formats considering purpose and audience
- investigate an individual or family issue or idea

**Processes for meeting needs**

- characteristics of existing products or community services available for individuals and families
- attitudes, beliefs and values of developers and their influence on products or services for a target market
- consider social, environmental and economic factors, and the concept of the Triple Bottom Line when producing and evaluating products or services

**Managing and collaborating**

- strategies and tools for effective decision making, such as PMI (plus, minus, interesting) and SWOT (strengths, weaknesses, opportunities and threats)
- resolution strategies using a decision-making process, such as PMI (plus, minus, interesting), APC (alternatives, possibilities and choices) and OPV (other people's views)
- use the technology process when working individually or collaboratively to develop appropriate solutions to meet human needs

- strategies and tools for self-management skills
  - goal setting
  - resource management
  - time management
  - budgeting
  - reflection
- human and non-human resources for working collaboratively

## **Influences and impacts**

### **Social structures and systems**

- the function of the family for safety and security of individuals in the stages of the family life cycle
- resources and support services available for families to meet their needs and wants

### **Social issues and trends**

- social issues and their influence on families and communities
- stereotypes and their influence on individuals, family and community life

### **Ethical and legal awareness**

- rights and responsibilities of individuals related to family challenges and daily life
- values and ethical decision making for individuals, families and the community
- features and relationship between rules, regulations and laws

## Unit 2 – Our community

### Unit description

This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.

Students examine the roles and responsibilities of particular groups, networks, and services, and the impact of attitudes, beliefs and values on the management of resources. Students engage in shared research practice, communicate information, use decision-making, goal setting, self-management and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

### Suggested contexts

#### Living Independently

The focus for this suggested context includes aspects of working safely with others, roles and responsibilities, goals and decision-making, networks and services, building relationships and community resources.

#### Caring for Others

The focus for this suggested context includes aspects of play and leisure, health and safety, roles and responsibilities, caring and sharing, networks and services, culturally sensitive practices, empowering families and building communities.

### Unit content

The 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

- the relationship between individuals and their needs in Maslow’s Hierarchy of Needs – the five stage model
- relationship between growth and development for individuals, such as toddlers, teenagers and adults
- the impact of biological and environmental influences on the growth and development of individuals
  - genetics
  - nutrition

##### Factors affecting development

- lifestyle behaviours that promote optimal growth, development and wellbeing
- influence and impact of lifestyle behaviours on the growth and development of individuals

- lifestyle risk factors, such as smoking, alcohol consumption and illicit drugs and their impact on individuals, groups and the community
- influence of protective and preventative strategies on the growth and development of individuals

## **Taking action**

### **Communicating and advocating**

- use research skills to locate, select, organise and evaluate information from primary and secondary sources
- collate and present information using appropriate formats and consider purpose and audience
- examine a community issue that relates to families

### **Processes for meeting needs**

- features of existing products or services for individuals and families
  - aesthetic
  - functional
  - social
  - financial
  - environmental
- beliefs and values that influence development and use of products or services
  - developer
  - individual

### **Managing and collaborating**

- influences on decision making and goal setting
  - attitudes
  - beliefs
  - values
- conflict resolution strategies, such as 'win, win', compromise and negotiation
- effective communication strategies, such as verbal, non-verbal and visual

## **Influences and impacts**

### **Social structures and systems**

- roles and responsibilities of networks or services to promote and support the wellbeing of individuals and groups
- influence of community attitudes, beliefs and values on the development of resources and support services



**Social issues and trends**

- individual wellbeing and community health issues and their implications for the community
- influence of community attitudes, beliefs and values on the selection and allocation of resources to meet a specific need
- the concept of sustainable living
- relationships between individuals and families to create sustainable patterns of living

**Ethical and legal awareness**

- rights and responsibilities of individuals and groups and the consequences and sanctions if rules and laws are not followed
- ethical behaviours, values, rules, regulations and responsibilities of specific community groups and institutions

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

**Assessment table – Year 11**

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 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.</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>	30%
<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 communities.</p> <p>Students communicate and interact with individuals and groups in a practical way.</p> <p>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.</p>	55%
<p><b>Response</b></p> <p>Students make responses 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.</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), and/or essays and extended responses.</p>	15%

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 twice. In the assessment outline where a single unit is being studied, each assessment type must be included at least once. At least one response task should be completed in class under test conditions.

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 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 General Year 11 syllabus are provided in the Appendix. 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.

## Appendix – Grade descriptions Year 11

A	<p><b>Investigation</b></p> <p>Clearly describes the issue, idea and/or focus for an investigation and provides detailed and well-structured planning.</p> <p>Gathers, organises and uses accurate information and data from a variety of relevant and recent primary and secondary sources.</p> <p>Develops detailed summaries of findings, supported by relevant examples, and clearly describes influences on individual and family relationships, and their community.</p> <p>Examines the influence of beliefs, values and attitudes on decision-making.</p> <p>Provides alternative realistic solutions for an individual, family or community issue, using concise course terminology.</p>
	<p><b>Production</b></p> <p>Effectively designs, develops and produces appropriate solutions to meet human needs.</p> <p>Selects, organises and uses a range of appropriate human and non-human resources, either individually or collaboratively.</p> <p>Plans and incorporates strategies to meet individual, family and/or community needs.</p> <p>Manages time efficiently, sets realistic goals, develops logical production plans and accurately details costs to produce and implement plans or products.</p> <p>Selects and applies a range of conflict resolution strategies and relevant decision-making tools to the production of products, services or systems.</p>
	<p><b>Response</b></p> <p>Provides realistic and appropriate solutions for a range of issues or case studies.</p> <p>Explains consequences and makes appropriate comparisons to validate a point of view, supported by relevant examples.</p> <p>Provides well-developed explanations of influences on attitudes, beliefs and values.</p> <p>Clarifies choices, provides informed decisions and develops detailed conclusions for various situations.</p> <p>Responds to social issues in a logical and detailed format, using concise course terminology.</p>
B	<p><b>Investigation</b></p> <p>Describes the issue, idea and/or focus for an investigation and provides detailed and structured planning.</p> <p>Gathers, organises and uses appropriate information and data from relevant and recent primary and secondary sources.</p> <p>Develops summaries of findings, with relevant examples, and describes influences on individual and family relationships, and their community.</p> <p>Describes the influence of beliefs, values and attitudes on decision-making.</p> <p>Provides realistic solutions for an individual, family or community issue, using appropriate course terminology.</p>
	<p><b>Production</b></p> <p>Designs, develops and produces solutions to meet human needs.</p> <p>Selects, organises and uses appropriate human and non-human resources, either individually or collaboratively.</p> <p>Plans appropriate processes to meet individual, family and/or community needs.</p> <p>Manages time appropriately, sets realistic goals, develops production plans and details costs to produce and implement plans or products.</p> <p>Frequently selects and uses conflict resolution strategies and decision-making tools appropriate for the production of products, services or systems.</p>
	<p><b>Response</b></p> <p>Provides appropriate solutions for issues or case studies.</p> <p>Describes consequences and makes comparisons to support a point of view, with relevant examples.</p> <p>Provides clear descriptions of influences on attitudes, beliefs and values.</p> <p>Makes suitable choices, suggests appropriate decisions and conclusions for various situations.</p> <p>Responds to social issues with some detail, using appropriate course terminology.</p>

C

**Investigation**

Identifies the issue, idea and/or focus for an investigation and provides some detailed planning.  
 Uses mostly appropriate information and data from relevant primary and secondary sources.  
 Develops broad, general summaries, with examples, and outlines influences on individual and family relationships, and their community.  
 Outlines the influence of beliefs, values and attitudes on decision-making.  
 Provides simple solutions for an individual, family or community issue, using some general course terminology.

**Production**

Plans, develops and produces simple solutions to meet human needs.  
 Uses some human and non-human resources, either individually or collaboratively.  
 Plans an outline of processes to meet individual, family and/or community needs.  
 Manages time, sets simple goals, outlines production plans and makes general assumptions regarding costs to produce and implement plans or products.  
 Uses some conflict resolution strategies and decision-making tools for the production of products, services or systems.

**Response**

Provides some appropriate solutions for issues or case studies.  
 Identifies possible consequences and lists similarities and differences to give a general point of view.  
 Provides an outline of influences on attitudes, beliefs and/or values.  
 Makes decisions and general conclusions for various situations.  
 Responds to social issues without detail, using some general course terminology.

D

**Investigation**

States the issue, idea and/or focus for an investigation and provides a brief outline of some planning.  
 Uses minimal information or data from primary or secondary sources.  
 Develops brief, unsubstantiated statements, with simple examples, and notes some influences on individual and family relationships, and their community.  
 Notes briefly the influence of beliefs, values, or attitudes on decision-making.  
 Provides simple solutions based on personal experiences, using limited course terminology.

**Production**

Follows a basic step-by-step procedure to produce a simple product.  
 Uses a limited selection of human and non-human resources, either individually or collaboratively.  
 Plans brief and incomplete processes to meet individual, family and/or community needs.  
 Requires constant assistance to manage time, often sets unrealistic goals, develops brief, disorganised production plans, and provides little or no evidence of costing.  
 Applies limited conflict resolution strategies and decision-making tools for the production of products, services or systems.

**Response**

Provides simple solutions for an issue or case study.  
 Makes unsubstantiated choices and gives a personal point of view.  
 Provides a list of influences on attitudes, beliefs or values.  
 Makes brief, unsubstantiated statements for various situations.  
 Responds to social issues briefly and with frequent errors, using limited course terminology.

E

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