



# **Children, Family and the Community**

## **General Course Year 12**

### **Selected Unit 3 syllabus content for the**

### **Externally set task 2025**

This document is an extract from the *Children, Family and the Community General Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2025 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2025 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

# 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.