Child Studies

2021 Subject Outline | Stage 1 and Stage 2

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Introduction

Subject Description

Child Studies is a 10-credit subject or a 20-credit subject at Stage 1, and a 10-credit subject or a 20-credit subject at Stage 2.

Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and care-givers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children.

Students explore and critically evaluate the role of government legislation and social structures, and the ways in which these influence the growth and development of children. They understand and apply occupational health and safety requirements for working with children.

Students investigate contemporary issues that are relevant to children and their development. They may consider broad themes such as those related to children who are migrants or refugees, displacement, health issues for children in Indigenous communities, access to education, the exploitation of children, literacy and numeracy, disability and equity, child protection, gender stereotyping in play, clothing, textiles, and merchandising, and children’s television. Students analyse current trends in relation to children, and critique government and global initiatives and strategies for the well-being and protection of children.

Students have opportunities to build their understanding of the range of attitudes, values, and beliefs of people in the wider community in relation to children and child-rearing practices.

Capabilities

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The five capabilities that have been identified are:

* communication
* citizenship
* personal development
* work
* learning.

In Child Studies, the emphasis is on the capabilities of citizenship, personal development, and learning. Students develop their capabilities for citizenship and personal development through collaborative activities and investigations and their reflections on issues and trends related to child studies in a range of settings. Students develop their capability for learning through the application of knowledge and skills in practical activities, and through investigation and analysis of issues related to child studies.

Communication

In developing their capability for communication, students have opportunities to learn about appropriate and effective communication with young children. They also communicate with each other in collaborative activities, and with people in the wider community.

In designing a practical activity, students communicate for a particular purpose and with a specific audience and context in mind.

Students develop the ability to communicate sensitively about the range of attitudes, values, and beliefs of people in the wider community in relation to childhood and the care of children. They reflect on the impact of technology on the health and well-being of children, and select and use appropriate technology to prepare learning activities for children. Students have opportunities to express their ideas and opinions in both written texts and oral presentations.

Citizenship

Students investigate contemporary issues and analyse current trends related to child studies. They critique government and global initiatives and strategies for the well-being and protection of children. Students have opportunities to investigate aspects of child protection practices and local and national laws protecting the safety and welfare of children.

Personal Development

Students have opportunities to develop a sense of purpose and direction through designing and being involved in challenging practical activities and investigations. Students identify and explore developmental trends in children’s mental, physical, emotional, and spiritual health and well-being. They may consider ways in which culture, family, and community influence the growth and development of children. Students may reflect on their own and others’ childhood experiences, growth, and development, and gain an increased understanding of personal identity.

Work

Students have opportunities to develop a range of employability skills related to the care and development of children. They may participate in learning and work opportunities in the community beyond school, and develop their understanding of the rights and protection of children.

Learning

In this subject, the emphasis is on providing students with opportunities for active learning processes that engage them in developing their knowledge, skills, and understanding of concepts and issues related to the growth, health, and well-being of children. Through individual, collaborative, and practical learning, students investigate and reflect on ethical issues related to child development, the health and well-being of children, and the legal and ethical aspects of child protection.

Literacy in Child Studies

In Child Studies, students have opportunities to develop the following literacy skills:

* understanding and using terminology related to child studies
* using and evaluating appropriate technology and communication media
* reading and understanding legislation relevant to the safety, care, and well-being of children
* locating information on child development
* analysing relevant information, and acknowledging sources appropriately
* communicating appropriately and effectively with young children
* communicating appropriately with a range of audiences in different contexts, such as the workplace and the wider community
* listening to and following instructions, and applying them appropriately in different contexts
* constructing interviews, surveys, and checklists
* presenting action plans, research tasks, and evaluation reports in written, oral, and/or multimodal form
* writing in a style appropriate to the context
* sequencing information for reports
* adapting recipes for children, including those with particular nutritional and dietary needs.

Numeracy in Child Studies

In Child Studies, students have opportunities to develop the following numeracy skills:

* using measurement skills and concepts in relation to food, clothing, and toy design for young children
* budgeting in relation to the costing of materials for practical activities
* educating children in numeracy
* constructing accurate graphs, tables, and diagrams from collated data
* interpreting graphs, tables, and diagrams
* analysing the nutritional value of children’s food
* critiquing data presented by the media in relation to children and their development
* analysing data related to the growth and nutritional needs of children
* interpreting and adapting clothing patterns for children.

Aboriginal and Torres Strait Islander Knowledge, Cultures, and Perspectives

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

* providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
* recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
* drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
* promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.

Stage 1 Child Studies

Learning Scope and Requirements

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Child Studies.

In this subject, students are expected to:

1. apply knowledge and problem-solving skills to practical activities related to the study of children and their development from conception to 8 years

2. develop and implement management skills in an individual or a collaborative context to support the health and well-being of children

3. make and justify decisions about issues related to child development

4. select and use appropriate technology to prepare learning activities for children in a culturally diverse society

5. investigate and reflect on contemporary issues related to the safety, health, and well-being of children

6. work individually and collaboratively to support the health and well-being of children, and reflect on processes and outcomes

7. reflect on the impact of technology on the health and well-being of children.

Content

Child Studies is a 10-credit subject or a 20-credit subject at Stage 1.

In Stage 1 Child Studies, students examine the period of childhood from conception to 8 years, and issues related to the growth, health, and well-being of children. They examine diverse attitudes, values, and beliefs about childhood and the care of children, the nature of contemporary families, and the changing roles of children in a contemporary consumer society.

There are three areas of study in Stage 1 Child Studies, as described on the following page. Aspects of all three areas of study should be included in both a 10-credit subject and a 20‑credit subject. Each area of study may be approached through one or more topics. The list of suggested topics for each area of study is neither prescriptive nor exhaustive. Teachers and students may negotiate additional topics within one or more areas of study.

Area of Study 1: The Nature of Childhood and the Socialisation and Development of Children

This area of study could include topics such as the following:

* changing definitions of childhood (conception to 8 years) within diverse communities
* contemporary childhood issues
* roles and responsibilities of family members towards children
* decisions related to parenting, care-giving, or teaching
* the family as the setting for the development and socialisation of children
* issues related to interaction and decision-making among family members in relation to children
* the changing needs for shelter, food, and clothing throughout childhood
* the changing emotional, spiritual, physical, and social needs of children as they grow and develop.

Area of Study 2: Children in Wider Society

This area of study could include topics such as the following:

* consumer implications for children and families
* the implications of technology for childhood health and well-being
* sociocultural issues related to children and families
* community support services for children and their families
* issues related to living in single, separated, or blended families
* global, religious, and cultural issues and perspectives related to childhood
* contemporary religious and cultural practices related to children
* ethical ways of studying, working with, or observing children
* the media and children
* the accessibility of community resources that support children.

Area of Study 3: Children, Rights, and Safety

This area of study could include topics such as the following:

* safety issues for children (e.g. sun and water safety, poisons, and medicines)
* child protection legislation
* government policies and their implications for children
* the rights of the child
* ethical issues associated with the rights and safety of children.

Assessment Scope and Requirements

Assessment at Stage 1 is school based.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Child Studies:

* Assessment Type 1: Practical Activity
* Assessment Type 2: Group Activity
* Assessment Type 3: Investigation.

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake at least one assessment from each assessment type.

For a 20-credit subject, students should provide evidence of their learning through seven or eight assessments. Each assessment type should have a weighting of at least 20%. Students undertake at least two assessments from each assessment type.

For each practical activity, students undertake either an action plan or a research task. For each group activity, students undertake an action plan and/or a research task. Students should undertake at least one action plan and at least one research task.

Assessment Design Criteria

The assessment design criteria are based on the learning requirements and are used by teachers to:

* clarify for the student what he or she needs to learn
* design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

* students should demonstrate in their learning
* teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

* investigation
* problem-solving
* practical application
* collaboration
* reflection.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Investigation

The specific features are as follows:

I1 Investigation of contemporary issues related to the safety, health, and well-being of young children.

I2 Identification and use of different primary and/or secondary sources, with appropriate acknowledgment.

I3 Application of literacy and numeracy skills, and use of appropriate terminology.

Problem-solving

The specific features are as follows:

P1 Identification and discussion of factors involved in problem-solving.

P2 Decision-making about problem-solving and implementation strategies.

P3 Justification of decisions about problem-solving strategies.

Practical Application

The specific features are as follows:

PA1 Development and implementation of safe management practices.

PA2 Selection and use of appropriate technology for practical activities.

PA3 Application of knowledge and practical skills.

Collaboration

The specific features are as follows:

C1 Response to other group members, and sharing in decision-making.

C2 Involvement in group activities and discussions to support the health and well‑being of children.

Reflection

The specific features are as follows:

R1 Reflection on the processes and outcomes of practical and group activities, including their own performance.

R2 Reflection on the impact of technology on the health and well-being of children.

R3 Reflection on contemporary issues related to child development.

School Assessment

Assessment Type 1: Practical Activity

For a 10-credit subject, students undertake at least one practical activity. For a 20-credit subject, students undertake at least two practical activities.

Each practical activity consists of:

* an action plan or a research task
* a practical application
* an individual evaluation report.

Action Plan

For the action plan, students identify and discuss one or more contemporary issues related to child development, and in particular to the health, safety, and well-being of children.

The discussion is the basis of an action plan for the practical application.

An action plan should include:

* an outline of the issue(s) discussed
* decisions made about what action to take and how problems will be solved
* a justification of what the students intend to do
* an outline of implementation strategies.

The action plan may be presented in written, oral, or multimodal form. It should be a maximum of 400 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Research Task

For the research task, students investigate one or more contemporary issues related to child development and linked to the practical application.

The research task may be presented in written, oral, or multimodal form. It should be a maximum of 400 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Practical Application

Students apply their knowledge and skills to a practical application related to the action plan or research task. The practical application may be undertaken individually or in groups.

Individual Evaluation Report

Following the practical application, each student prepares an individual evaluation report, in which he or she reflects on the processes and outcome(s) of the practical activity, including:

* his or her own performance
* decision-making processes
* management skills, including use of appropriate technology
* conclusions about possible improvements.

The individual evaluation report may be presented in written, oral, or multimodal form. It should be a maximum of 400 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* investigation (research task) and/or problem-solving (action plan)
* practical application
* reflection.

Assessment Type 2: Group Activity

For a 10-credit subject, students undertake at least one group activity. For a 20-credit subject, students undertake at least two group activities.

Students demonstrate their ability to participate effectively in a team to plan and implement a group practical application. They develop and implement management skills in a collaborative context to support the health and well-being of children.

Each group activity consists of:

* a collaborative action plan and/or a collaborative research task
* a group practical application
* an individual evaluation report.

A collaborative action plan or a collaborative research task must involve all members of the group. Students should have opportunities to respond constructively to other group members and to share responsibilities in decision-making. The issue(s) discussed, decisions made, and tasks allocated must be recorded by the group under supervision in class.

Collaborative Action Plan

For the collaborative action plan, students identify and discuss one or more contemporary issues related to child development. This discussion leads to an action plan, which should include:

* an outline of the issue(s) discussed
* a description of how group decisions were made about what action(s) to take, and how problems will be solved
* an outline of group implementation strategies for the practical application.

The collaborative action plan may be presented in written, oral, or multimodal form. The plan should be a maximum of 400 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Collaborative Research Task

For the collaborative research task, students work collaboratively to investigate one or more contemporary issues related to child development. The collaborative research task should be linked to the practical application.

The collaborative research task may be presented in written, oral, or multimodal form. The task should be a maximum of 400 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Group Practical Application

Students apply their knowledge and skills to a group practical application related to the action plan and/or research task. The practical application focuses on preparing and presenting an activity that supports the health and well-being of children.

Individual Evaluation Report

Following the practical application, each student prepares an individual evaluation report, in which he or she reflects on the processes and outcome(s) of the group activity, including:

* his or her own performance
* how the group made collaborative decisions
* the management skills used by the group
* individual contributions to the group
* conclusions about possible improvements.

The individual evaluation report may be presented in written, oral, or multimodal form. It should be a maximum of 400 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* investigation (collaborative research task) and/or problem-solving (collaborative action plan)
* practical application
* collaboration
* reflection.

Assessment Type 3: Investigation

For a 10-credit subject, students undertake at least one investigation. For a 20-credit subject, students undertake at least two investigations.

Students identify, investigate, and reflect on a contemporary issue related to child development in the community. Examples of types of investigation include fieldwork, observations, case studies, guest speakers, interviews, or survey work.

Students identify and use information from different primary and/or secondary sources, analyse and reflect on the issue, and present their conclusions.

An investigation may be presented in written, oral, or multimodal form. It should be a maximum of 600 words if written or a maximum of 4 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* investigation
* reflection.

Performance Standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* taking into account the weighting of each assessment type
* assigning a subject grade between A and E.

Teachers can use a SACE Board school assessment grade calculator to help them to assign the subject grade. The calculator is available on the SACE website (www.sace.sa.edu.au).

Performance Standards for Stage 1 Child Studies

| - | Investigation | Problem-solving | Practical Application | Collaboration | Reflection |
| --- | --- | --- | --- | --- | --- |
| A | Productive, well-planned, and well-organised investigation of contemporary issues related to the safety, health, and well-being of young children.  Focused and discerning identification and use of a variety of primary and/or secondary sources, with appropriate acknowledgment.  Highly effective application of literacy and numeracy skills, including clear and consistent use of appropriate terminology. | Astute identification and discussion of a range of factors involved in problem-solving.  Astute and very appropriate decision-making about problem-solving and implementation strategies.  Clear and very relevant justification of decisions about problem-solving strategies. | Astute use of initiative in the development and implementation of safe management practices.  Logical selection and use of appropriate technology for practical activities.  Constructive and sustained application of knowledge and practical skills. | Inclusive response to other group members, and responsible and sustained sharing in decision-making.  Proactive and perceptive involvement in group activities and discussions to support the health and well-being of children. | Insightful reflection on the processes and outcomes of practical and group activities, including their own performance.  Astute reflection on the impact of technology on the health and well-being of children.  Insightful reflection on contemporary issues related to child development. |
| B | Mostly productive, planned, and organised investigation of contemporary issues related to the safety, health, and well-being of young children.  Mostly focused and logical identification and use of a variety of primary and/or secondary sources, with appropriate acknowledgment.  Effective application of literacy and numeracy skills, including mostly clear use of appropriate terminology. | Well-informed identification and discussion of a range of factors involved in problem-solving.  Well-considered and appropriate decision-making about problem-solving and implementation strategies.  Mostly clear and relevant justification of decisions about problem-solving strategies. | Thoughtful development and implementation of safe management practices.  Mostly logical selection and use of appropriate technology for practical activities.  Logical and well-considered application of knowledge and practical skills. | Thoughtful response to other group members, and responsible sharing in decision-making.  Active and thoughtful involvement in group activities and discussions to support the health and well-being of children. | Thoughtful reflection on the processes and outcomes of practical and group activities, including their own performance.  Well-informed reflection on the impact of technology on the health and well-being of children.  Well-informed reflection on contemporary issues related to child development. |
| C | Competent and generally organised investigation of contemporary issues related to the safety, health, and well-being of young children.  Competent identification and use of different primary and/or secondary sources, with generally appropriate acknowledgment.  Generally effective application of literacy and numeracy skills, including competent use of appropriate terminology. | Informed identification and discussion of some factors involved in solving mostly familiar problems.  Generally appropriate decision-making about problem-solving and implementation strategies.  Generally relevant justification of decisions about problem-solving strategies, with some clarity. | Competent development and implementation of safe management practices.  Appropriate selection and use of technology for practical activities.  Considered application of knowledge and practical skills. | Generally thoughtful response to other group members, and some responsible sharing in decision-making.  Appropriate involvement in group activities and discussions to support the health and well-being of children. | Considered reflection on the processes and outcomes of practical and group activities, including their own performance.  Informed reflection on the impact of technology on the health and well-being of children.  Informed reflection on contemporary issues related to child development. |
| D | Some basic investigation of one or more aspects of a contemporary issue related to the safety, health, and well-being of young children.  Superficial identification and use of one or more primary or secondary sources, with some inconsistent acknowledgment.  Inconsistent application of literacy and numeracy skills, with use of some terminology that may be appropriate. | Identification and discussion of one or more factors involved in solving familiar problems.  Some basic and inconsistent decision-making about problem-solving and/or implementation strategies.  Some description and partial justification of one or more problem-solving strategies. | Some development and implementation of basic safe management practices.  Identification and some use of technology for practical activities.  Some application of basic knowledge and practical skills. | Basic response to other group members some of the time, and some sharing in simple decision-making.  Some basic involvement in group activities or discussions to support the health and well-being of children. | Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance.  Some superficial reflection on the impact of technology on the health or well-being of children.  Superficial reflection on one or more contemporary issues related to child development, tending towards basic description. |
| E | Attempted investigation of an aspect of the safety, health, or well-being of young children.  Limited identification, use, or acknowledgment of primary or secondary sources.  Attempted application of literacy and numeracy skills, with attempted use of terminology that may be appropriate. | Identification of one or more factors involved in solving a familiar problem.  Attempted decision-making about a problem-solving or implementation strategy.  Attempted description of one or more problem-solving strategies. | Attempted development or implementation of basic safe management practices.  Limited use of technology in practical activities.  Limited application of basic knowledge or practical skills. | Limited response to other group members, with limited involvement in any decision-making.  Attempted involvement in one or more aspects of group activities or discussions to support the health and well-being of children. | Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance.  Identification of one or more impacts of technology on the health or well-being of children.  Limited description of one or more contemporary issues related to child development. |

Assessment Integrity

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).

Support Materials

Subject-specific Advice

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

Advice on Ethical Study and Research

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).

Stage 2 Child Studies

Learning Scope and Requirements

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Child Studies.

In this subject, students are expected to:

1. apply knowledge and problem-solving skills to practical activities and concepts related to the study of children and their development from conception to 8 years

2. apply management, organisational, and problem-solving skills that demonstrate an understanding of issues related to the health and well-being of children

3. make and justify decisions about issues related to child development

4. select and use appropriate technology to prepare learning activities for children in a culturally diverse society

5. investigate, critically analyse, and evaluate contemporary trends and/or issues related to the health and well-being of children

6. work individually and collaboratively to support the health and well-being of children, and evaluate processes and outcomes

7. evaluate the impact of technology on the health and well-being of children.

Content

Child Studies is a 10-credit subject or a 20-credit subject at Stage 2.

Stage 2 Child Studies focuses on children’s growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/care-giving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills.

Childhood is a unique, intense period of growth and development. Children’s lives are affected by their relationships with others; their intellectual, emotional, social, and physical growth; cultural, familial, and socio-economic circumstances; geographic location; and educational opportunities.

There are five areas of study in Stage 2 Child Studies, as described below.

A 10-credit subject comprises two or three areas of study. A 20-credit subject comprises all five areas of study.

Each area of study may be approached through one or more topics. The list of suggested topics for each area of study is neither prescriptive nor exhaustive. Teachers and students may negotiate additional topics within one or more areas of study.

Area of Study 1: Contemporary and Future Issues

This area of study could include topics such as the following:

* the likely impact of global issues on the development of children
* contemporary issues related to, for example, childhood health, well-being, nutrition, safety, education, identity, literacy, and numeracy
* overweight children, and obesity in children
* genetic and lifestyle factors that influence child development and health
* current research in child development.

Area of Study 2: Economic and Environmental Influences

This area of study could include topics such as the following:

* creating and maintaining a safe environment for children
* the role of resources in supporting the needs of children
* the food and nutritional requirements of children, supporting healthy eating practices, and current national guidelines
* environmental influences on children’s health and development
* the influence of poverty on family and community structures.

Area of Study 3: Political and Legal Influences

This area of study could include topics such as the following:

* local, state, and Commonwealth government legislation that supports and empowers parents and families in caring for children
* support services that promote the well-being of children, including children with special needs
* the *Disability Discrimination Act 1992* (Cwlth) and children with special needs
* the accessibility of community services and networks that support children
* rights of children, parents, care-givers, and child-care workers
* media standards and regulations and the influence of the media in supporting the health and well-being of children.

Area of Study 4: Sociocultural Influences

This area of study could include topics such as the following:

* family structures and environments, and the ways in which these support the needs of children in culturally diverse communities
* the behavioural, cognitive, language and communication, physical, social, and emotional development of children
* the role of play in the development of children
* the influence of diet on learning outcomes
* the development of gender, personal, and group identity of children
* cultural inclusivity for Aboriginal and Torres Strait Islander and multilingual children
* the development of empathy, respect, and inclusivity of a range of cultures.

Area of Study 5: Technological Influences

This area of study could include topics such as the following:

* the impact of scientific, medical, and technological advancements in supporting the health and well-being of children
* the use of technology to meet a child’s specific physical or emotional needs
* the impact of local and global media on the development of children
* the influence of licensing and standards regulations on the health and well-being of children
* the impact of emerging technologies on the health and well-being of children.

Assessment Scope and Requirements

All Stage 2 subjects have a school assessment component and an external assessment component.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 2 Child Studies:

School Assessment (70%)

* Assessment Type 1: Practical Activity (50%)
* Assessment Type 2: Group Activity (20%)

External Assessment (30%)

* Assessment Type 3: Investigation (30%).

For a 10-credit subject, students should provide evidence of their learning through four assessments, including the external assessment component. Students undertake:

* two practical activities
* one group activity
* one investigation.

For a 20-credit subject, students should provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake:

* at least four practical activities
* at least one group activity
* one investigation.

Assessment Design Criteria

The assessment design criteria are based on the learning requirements and are used by:

* teachers to clarify for the student what he or she needs to learn
* teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

* students should demonstrate in their learning
* teachers and assessors look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

* investigation and critical analysis
* problem-solving
* practical application
* collaboration
* evaluation.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Investigation and Critical Analysis

The specific features are as follows:

ICA1 Investigation and critical analysis of contemporary trends and/or issues related to the health and well-being of children.

ICA2 Analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.

ICA3 Application of literacy and numeracy skills, and use of appropriate terminology.

Problem-solving

The specific features are as follows:

P1 Identification and discussion of factors involved in problem-solving related to the health and well-being of children.

P2 Decision-making about problem-solving and implementation strategies.

P3 Justification of decisions about problem-solving and implementation strategies.

Practical Application

The specific features are as follows:

PA1 Implementation of safe management practices and appropriate techniques, and generation and maintenance of quality control.

PA2 Organisation and management of time and resources.

PA3 Selection and application of appropriate technology to prepare learning activities for children in a culturally diverse society.

Collaboration

The specific features are as follows:

C1 Initiative and leadership within the group, and active response to members of the group.

C2 Involvement in group activities and discussions to support the health and well‑being of children.

Evaluation

The specific features are as follows:

E1 Evaluation of the processes and outcomes of practical and group activities, including their own performance.

E2 Appraisal of the impact of technology on the health and well-being of children.

E3 Explanation of the connections between research and/or planning and practical application.

E4 Evaluation of contemporary trends and/or issues related to the health and well‑being of children in different settings.

School Assessment

Assessment Type 1: Practical Activity (50%)

For a 10-credit subject, students undertake two practical activities. Students should undertake one action plan and one research task. An individual evaluation report must be included in both practical activities.

For a 20-credit subject, students undertake at least four practical activities. Students should undertake at least two action plans and at least two research tasks. An individual evaluation report must be included in at least two practical activities.

At least one practical application must be undertaken individually. The remaining practical activity or activities may be undertaken individually, in pairs, in groups, or as a whole class.

Each practical activity must consist of:

* an individual action plan or a research task
* a practical application.

Action Plan

For the action plan, students identify and discuss factors involved in problem-solving related to the health and well-being of children, and linked to an area of study. They decide on what action to take, justify what they intend to do, and identify appropriate implementation strategies.

The action plan may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form. Students should integrate any illustrations (e.g. tables, diagrams, or photographs) and refer to them when presenting their action plan. Students then implement their action plan.

Research Task

For the research task, students investigate and critically analyse one or more contemporary trends and/or issues that are related to the health and well-being of children and linked to an area of study.

The research task may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Practical Application

The practical application should link to the action plan or research task and give students an opportunity to demonstrate practical skills to support the health and well-being of children. Students are required to demonstrate safe work and quality control practices, apply appropriate techniques, using relevant technology, and manage time and resources effectively. Students are encouraged to display initiative and creativity.

Students should provide evidence of the practical application that could include: photographs with captions; student checklists; video footage; and student statements.

Individual Evaluation Report

For an individual evaluation report, each student evaluates the decisions contained in the action plan or key findings in the research task, his or her own performance in the practical application, the processes involved in the practical application, and the outcome. Each student should formulate conclusions and recommend possible improvements.

An individual evaluation report may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* investigation and critical analysis (research task) and/or problem-solving (action plan)
* practical application
* evaluation.

Assessment Type 2: Group Activity (20%)

Students undertake one group activity for a 10-credit subject and at least one group activity for a 20-credit subject.

Students work in groups to plan, organise, and implement action to meet a teacher‑directed challenge that focuses on the health and well-being of children. A group activity must relate to a specific area of study from the subject outline and consist of:

* group decision-making
* a group practical application
* an individual evaluation report.

Group Decision-making

Students should have opportunities to respond constructively to other group members and to share responsibilities in decision-making. The issues discussed, decisions made, and tasks allocated must be recorded by the group under supervision in class.

The record should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Group Practical Application

Students should demonstrate their ability to participate effectively in a team to implement a group practical application. They demonstrate organisational and problem-solving skills, implement safe management practices, generate and maintain quality control, and manage their time, techniques, and resources.

Individual Evaluation Report

For an individual evaluation report, each student formulates conclusions about the effectiveness with which the group members worked, evaluates the outcome and his or her own performance, and recommends possible improvements.

An individual evaluation report may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* problem-solving
* practical application
* collaboration
* evaluation.

External Assessment

Assessment Type 3: Investigation (30%)

Students undertake one investigation for both a 10-credit subject and a 20-credit subject.

The investigation is presented as a written report of a maximum of 1000 words for a 10‑credit subject and a maximum of 2000 words for a 20-credit subject.

In undertaking the investigation, students:

* identify a relevant contemporary issue related to the health and well-being of children and state this issue as a research question or hypothesis
* relate their investigation to an area of study and define the scope
* analyse information for relevance and appropriateness, and acknowledge sources appropriately
* evaluate the evidence
* analyse findings and draw relevant conclusions.

Teachers should clarify with students the intent, nature, and requirements of the investigation and advise them on planning, researching, drafting, and presenting the investigation. This advice should relate to:

* developing a clearly stated research question or hypothesis
* defining the intended scope of the investigation
* considering the method to be used and the primary and secondary sources needed
* undertaking the investigation and acknowledging sources appropriately. It is essential that the investigation is verifiable by notes and drafts and displays depth in and relevance to the selected issue.

Students should be encouraged to develop original and innovative ideas for their investigation. Teachers should give students opportunities to develop the appropriate skills to undertake the research required for the investigation.

Teachers must verify the processes and progress of the investigation by checking the development of the research question or hypothesis; the introduction; primary and secondary source data; information, ideas, and opinions; and the conclusion. Teachers are required to complete written verification of each student’s investigation.

The following specific features of the assessment design criteria for this subject are assessed in the investigation:

* investigation and critical analysis — ICA1, ICA2, and ICA3
* evaluation — E4.

Performance Standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* assigning a grade between A and E for the assessment type.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A and E.

Performance Standards for Stage 2 Child Studies

| - | Investigation and Critical Analysis | Problem-solving | Practical Application | Collaboration | Evaluation |
| --- | --- | --- | --- | --- | --- |
| A | In-depth investigation and perceptive critical analysis of contemporary trends and/or issues related to the health and well-being of children.  Perceptive analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.  Highly effective application of literacy and numeracy skills, including clear and consistent use of appropriate terminology. | Astute identification and discussion of factors involved in problem-solving related to the health and well-being of children.  Astute and very appropriate decision-making about problem-solving and implementation strategies.  Clear and very relevant justification of decisions about problem-solving and implementation strategies. | Ongoing and productive implementation of safe management practices and appropriate techniques, and sophisticated generation and maintenance of quality control.  Productive and efficient organisation and management of time and resources.  Logical selection and application of the most appropriate technology to prepare learning activities for children in a culturally diverse society. | Initiation of ideas and procedures, display of leadership within the group, and proactive and inclusive response to members of the group.  Proactive and focused involvement in group activities and discussions to support the health and well-being of children. | Insightful evaluation of the processes and outcomes of practical and group activities, including their own performance.  Sophisticated appraisal of the impact of technology on the health and well-being of children.  Insightful explanation of the connections between research and/or planning, and practical application.  In-depth evaluation of contemporary trends and/or issues related to the health and well-being of children in a variety of settings. |
| B | Detailed investigation and well-considered critical analysis of contemporary trends and/or issues related to the health and well-being of children.  Well-considered analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.  Effective application of literacy and numeracy skills, including mostly clear use of appropriate terminology. | Well-considered identification and discussion of factors involved in problem-solving related to the health and well-being of children.  Well-considered and appropriate decision-making about problem-solving and implementation strategies.  Mostly clear and relevant justification of decisions about problem-solving and implementation strategies. | Mostly productive implementation of safe management practices and appropriate techniques, and well-considered generation and maintenance of quality control.  Mostly productive organisation and management of time and resources.  Mostly logical selection and application of appropriate technology to prepare learning activities for children in a culturally diverse society. | Initiation of some ideas and procedures, some display of leadership within the group, and thoughtful and active response to members of the group.  Active and thoughtful involvement in group activities and discussions to support the health and well-being of children. | Thoughtful evaluation of the processes and outcomes of practical and group activities, including their own performance.  Well-informed appraisal of the impact of technology on the health and well-being of children.  Well-considered explanation of the connections between research and/or planning, and practical application.  Well-informed evaluation of contemporary trends and/or issues related to the health and well-being of children in different settings. |
| C | Competent investigation and some considered critical analysis of contemporary trends and/or issues related to the health and well-being of children.  Considered analysis of information for relevance and appropriateness, with generally appropriate acknowledgment of sources.  Generally effective application of literacy and numeracy skills, including competent use of appropriate terminology. | Considered identification and discussion of some factors involved in problem-solving related to the health and well-being of children.  Generally considered and appropriate decision-making about problem-solving and implementation strategies.  Generally relevant justification of decisions about problem-solving and implementation strategies, with some clarity. | Competent implementation of safe management practices and techniques, and considered generation and maintenance of quality control.  Competent organisation and management of time and resources.  Appropriate selection and application of technology to prepare learning activities for children in a culturally diverse society. | Some initiative with ideas or procedures, occasional leadership within the group, and generally active response to members of the group.  Active involvement in group activities and discussions to support the health and well-being of children. | Considered evaluation of the processes and outcomes of practical and group activities, including their own performance.  Informed appraisal of the impact of technology on the health and well-being of children.  Considered explanation of the connections between research and/or planning, and practical application.  Informed evaluation of contemporary trends and/or issues related to the health and well-being of children in different settings. |
| D | Some investigation and basic description of one or more contemporary trends or issues related to the health and well-being of children.  Some consideration of information for relevance or appropriateness, with some inconsistent acknowledgment of sources.  Inconsistent application of literacy and numeracy skills, with use of some terminology that may be appropriate. | Superficial identification and discussion of some factors involved in solving basic problems related to the health or well-being of children.  Some basic and inconsistent decision-making about problem-solving and/or implementation strategies.  Some description and partial justification of one or more problem-solving and/or implementation strategies. | Basic implementation of one or more safe management practices and/or techniques, and some basic consideration of the generation and maintenance of quality control.  Inconsistent organisation and management of time and resources.  Identification and some application of technology that may be appropriate to prepare learning activities for children in a culturally diverse society. | Some participation within the group, and some response to members of the group. Participation is often passive.  Some basic involvement in group activities or discussions to support the health or well-being of children. | Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance.  Superficial consideration of the impact of technology on the health or well-being of children.  Some basic description of one or more connections between research and/or planning, and practical application.  Superficial reflection on one or more contemporary trends or issues related to the health and well-being of children, tending towards basic description. |
| E | Limited investigation or basic description of one or more contemporary trends or issues related to the health or well-being of children.  Limited identification or acknowledgment of information that may have some relevance.  Attempted application of literacy and numeracy skills, with attempted use of some basic terminology that may be appropriate. | Identification of one or more factors involved in solving basic problems related to the health or well-being of children.  Attempted decision-making about problem-solving or an implementation strategy.  Attempted description of one or more problem-solving or implementation strategies. | Attempted development or implementation of a safe management practice or a technique, and some awareness of the need for quality control.  Limited organisation or management of time and resources.  Limited identification or application of technology that may be appropriate to prepare learning activities for children in a culturally diverse society. | Some attempted participation in one or more aspects of group work, and occasional response to members of the group.  Attempted involvement in one or more group activities or discussions to support the health or well-being of children. | Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance.  Attempted description of an impact of technology on the health or well-being of children.  Limited awareness of any connections between research and/or planning, and practical application.  Some recognition of one or more contemporary trends or issues related to the health and well-being of children. |

Assessment Integrity

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website (www.sace.sa.edu.au).

Support Materials

Subject-specific Advice

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

Advice on Ethical Study and Research

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).