



Community and Family Studies

Stage 6 Syllabus

Amended 2013

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1 The Higher School Certificate program of study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Rationale for Community and Family Studies in the Stage 6 curriculum

Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society requires a comprehensive knowledge of its complex nature. Consequently, Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

As students develop into young adults they are faced by challenges of increasing complexity and there is a range of strong influences on the decisions they make. Schools complement the role of families and other social groups by helping students to make informed decisions and to take responsible action in all aspects of their lives. This includes preparing students for vocational options and acting to enhance the wellbeing of themselves and others. To this end, Community and Family Studies develops students' knowledge, skills and attitudes relevant to effective decision-making leading to confidence and competence in solving practical problems in the management of everyday living.

The way in which individuals relate to others is a key factor determining their capacity to lead responsible and productive lives both now and in the future. Community and Family Studies provides opportunities for students to explore and form positive attitudes about themselves and others; to develop an understanding of their relationships within their families and other groups; to learn to work cooperatively and to appreciate the importance of effective communication.

Community and Family Studies utilises an ecological framework to investigate the interactions among the individual, family, community and society. Recognition of the interdependence of the individual and other groups is central to the framework. Consequently, this syllabus focuses the Preliminary course on the individual and their interactions with personal groups, family and community. The HSC course builds upon this by examining how the wellbeing of individuals, families and communities is affected by broader societal influences including sociocultural, economic and political factors.

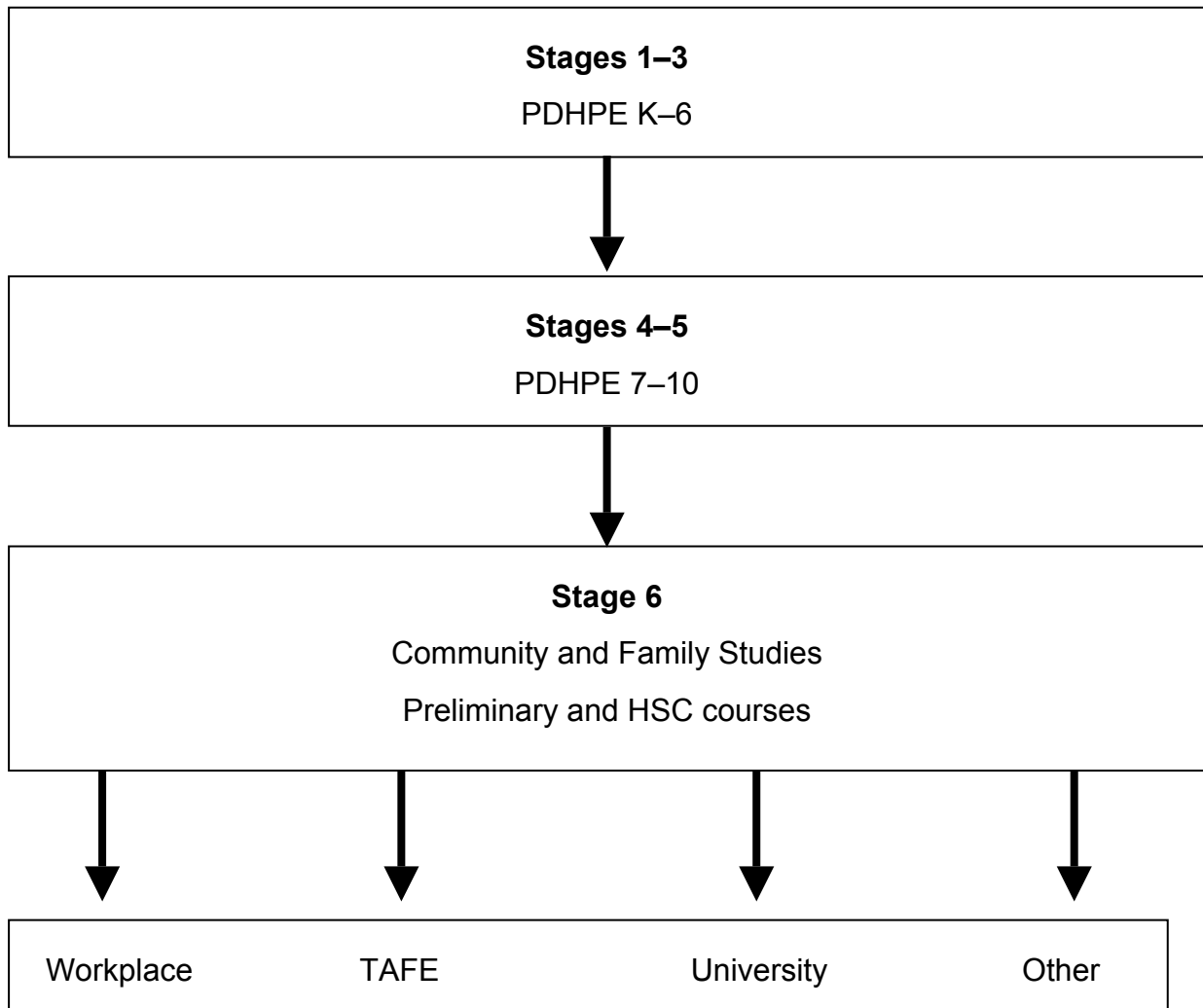
Community and Family Studies can have a direct and positive influence on the quality of students' lives both now and in the future. During the school years, students are confronted with an awareness of their emerging identity as young women and young men. Community and Family Studies investigates the unique contributions of individuals, groups, families and communities in the development of effective social structures. It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities they have in contributing to society.

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The dynamic nature of this area of study places particular importance on the skills of inquiry and investigation. Research is an integral component of this subject. Students are required to develop and utilise research skills in planning, collecting, recording, interpreting, analysing and presenting as they employ various research methodologies to complete an Independent Research Project (IRP).

Community and Family Studies explores life issues that are important to all young people and of equal relevance to female and male students. The topics investigated and the emphasis on research ensures a course that is attractive to many students, with the capacity to challenge and extend all students' ability levels.

3 Continuum of learning for Community and Family Studies Stage 6 students



4 Aim

Community and Family Studies Stage 6 aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

5 Objectives

Students will develop:

1. knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
2. knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
3. knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
4. knowledge and understanding about research methodology and skills in researching, analysing and communicating
5. skills in the application of management processes to meet the needs of individuals, groups, families and communities
6. skills in critical thinking and the ability to take responsible action to promote wellbeing
7. an appreciation of the diversity and interdependence of individuals, groups, families and communities.

6 Course structure

The *Community and Family Studies Stage 6 Syllabus* includes two 120-hour courses. The Preliminary course consists of three mandatory modules. The HSC course consists of three core modules representing 75 percent of course time. An options component representing 25 percent of course time includes three modules of which students are to study only one.

| Preliminary course modules (100% total) | HSC course core modules (75% total) |
|--|---|
| <p>Resource Management</p> <ul style="list-style-type: none"> • Basic concepts of resource management. Indicative course time: 20% <p>Individuals and Groups</p> <ul style="list-style-type: none"> • The individual's roles, relationships and tasks within and between groups. Indicative course time: 40% <p>Families and Communities</p> <ul style="list-style-type: none"> • Family structures and functions, and the interaction between family and community. Indicative course time: 40% | <p>Research Methodology</p> <ul style="list-style-type: none"> • Research methodology and skills culminating in the production of an Independent Research Project. Indicative course time: 25% <p>Groups in Context</p> <ul style="list-style-type: none"> • The characteristics and needs of specific community groups. Indicative course time: 25% <p>Parenting and Caring</p> <ul style="list-style-type: none"> • Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society. Indicative course time: 25% <hr/> <p style="text-align: center;">HSC course option modules (25% total)</p> <p style="text-align: center;">Select one of the following options:</p> <hr/> <p>Family and Societal Interactions</p> <ul style="list-style-type: none"> • Government and community structures that support and protect family members throughout the life span. Indicative course time: 25% <p>Social Impact of Technology</p> <ul style="list-style-type: none"> • The impact of evolving technologies on individuals and lifestyle. Indicative course time: 25% <p>Individuals and Work</p> <ul style="list-style-type: none"> • Contemporary issues confronting individuals as they manage roles within both family and work environments. Indicative course time: 25% |

7 Objectives and outcomes

7.1 Table of objectives and outcomes

| Objectives | Preliminary outcomes | HSC outcomes |
|--|---|---|
| <p>Students will develop:</p> <ol style="list-style-type: none"> 1. knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing 2. knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing 3. knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities | <p>A student:</p> <p>P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals</p> <p>P1.2 proposes effective solutions to resource problems</p> <p>P2.1 accounts for the roles and relationships that individuals adopt within groups</p> <p>P2.2 describes the role of the family and other groups in the socialisation of individuals</p> <p>P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement</p> <p>P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning</p> <p>P3.1 explains the changing nature of families and communities in contemporary society</p> <p>P3.2 analyses the significance of gender in defining roles and relationships</p> | <p>A student:</p> <p>H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities</p> <p>H2.1 analyses different approaches to parenting and caring relationships</p> <p>H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities</p> <p>H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing</p> <p>H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups</p> <p>H3.2 evaluates networks available to individuals, groups and families within communities</p> <p>H3.3 critically analyses the role of policy and community structures in supporting diversity</p> <p>H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities</p> |

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| Objectives | Preliminary outcomes | HSC outcomes |
|--|--|---|
| <p>4. knowledge and understanding about research methodology and skills in researching, analysing and communicating</p> <p>5. skills in the application of management processes to meet the needs of individuals, groups, families and communities</p> <p>6. skills in critical thinking and the ability to take responsible action to promote wellbeing</p> <p>7. an appreciation of the diversity and interdependence of individuals, families, groups and communities</p> | <p>P4.1 utilises research methodology appropriate to the study of social issues</p> <p>P4.2 presents information in written, oral and graphic form</p> <p>P5.1 applies management processes to maximise the efficient use of resources</p> <p>P6.1 distinguishes those actions that enhance wellbeing</p> <p>P6.2 uses critical thinking skills to enhance decision making</p> <p>7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society</p> <p>7.2 develops a sense of responsibility for the wellbeing of themselves and others</p> <p>7.3 appreciates the value of resource management in response to change</p> <p>7.4 values the place of management in coping with a variety of role expectations</p> | <p>H4.1 justifies and applies appropriate research methodologies</p> <p>H4.2 communicates ideas, debates issues and justifies opinions</p> <p>H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources</p> <p>H5.2 develops strategies for managing multiple roles and demands of family, work and other environments</p> <p>H6.1 analyses how the empowerment of women and men influences the way they function within society</p> <p>H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments</p> |

7.2 Key competencies

Community and Family Studies provides a context within which to develop general competencies essential for the acquisition of skills that will enable students to contribute effectively to their community. Key competencies are embedded in the *Community and Family Studies Stage 6 Syllabus* to enhance student learning.

The emphasis on resource management and research methodologies underpins the content and learning experiences within Community and Family Studies. **Collecting, analysing and organising information** provides the process by which students will conduct research. The subject also requires students to consider relevant information from a variety of sources prior to proposing management solutions in family and community contexts.

Conducting research also focuses on the processes of: recognising purpose and audience; selecting appropriate form and style; conveying meaning clearly, concisely and coherently; and revising and correcting as required. These have all been identified as essential **skills in effective communication**.

Planning and organising activities receives explicit focus as they are integral to teaching and learning in Community and Family Studies. This focus is covered in the Preliminary module — Individuals and Groups, the HSC module — Groups in Context and the HSC option module — Individuals and Work.

The syllabus provides opportunities for students to work both independently and as members of groups to conduct investigations and propose management solutions in family and community contexts. In this way the chance to develop the competency of **working with others and in teams** is provided.

When students analyse statistical evidence or present data in chart or graph form they are **using mathematical ideas and techniques**. In Community and Family Studies students are required to analyse and interpret data before proposing solutions to problems or recommending strategies for future directions.

Solving problems is particularly relevant in Community and Family Studies. Students are required to critically analyse practical life situations and propose thoughtful and creative solutions to these real life situations. Economic, social, ethical and other factors are considered when making decisions about the allocation of limited human and non-human resources. Similar problem solving is required when prioritising individual, group, family and community needs.

In Community and Family Studies, students investigate life issues. The source of their data in contemporary society may be either traditional or electronic. In the option module — Social Impact of Technology, students are required to conduct a case study of one piece of technology with emphasis on the impact and role technology has in contemporary society. This should involve them **using the technology** they are investigating.

8 Content: Community and Family Studies Stage 6 Preliminary course

8.1 Preliminary core: Resource Management

This module should occupy approximately 20 percent of total course time.

This module emphasises the fundamental importance of the skill of resource management, which is the use of resources to satisfy needs in order to achieve wellbeing. The concepts of wellbeing, needs and wants, resources, values, goal setting, communication, decision making and personal management explored in this module form the basis of study throughout the course.

Students apply the knowledge, understanding and skills developed in this module, to practical situations in a variety of personal, family and community contexts.

This module provides introductory research experience in the design and conduct of an interview.

Module focus

- Fundamental concepts of resource management
- Influences on resource management
- Effective resource management

Outcomes

A student:

P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals

P1.2 proposes effective solutions to resource problems

P3.2 analyses the significance of gender in defining roles and relationships

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form

P5.1 applies management processes to maximise the efficient use of resources

P6.1 distinguishes those actions that enhance wellbeing.

| Students learn about: | Students learn to: |
|--|---|
| <p>fundamental concepts of resource management</p> <p><i>wellbeing</i></p> <ul style="list-style-type: none"> • defining wellbeing • factors affecting wellbeing <ul style="list-style-type: none"> – emotional – economic – cultural – physical – spiritual – social • individual and group wellbeing <p><i>needs and wants</i></p> <ul style="list-style-type: none"> • defining needs and wants • specific needs <ul style="list-style-type: none"> – adequate standard of living (food, clothing, shelter) – health – education – employment – safety and security – sense of identity • Maslow’s hierarchy • satisfaction of needs and wants <ul style="list-style-type: none"> – goal setting – enhancing wellbeing | <ul style="list-style-type: none"> • explore the concept of wellbeing by considering the following questions: <ul style="list-style-type: none"> – what is the opposite to wellbeing? – how do people describe wellbeing? – why might there be different understandings of wellbeing? • analyse the relationship between the factors and explain how they can impact on wellbeing • discuss the effect that their own wellbeing can have on the wellbeing of the groups to which they belong • describe each of the specific needs and compare the significance of each to different individuals • critique Maslow’s hierarchy and debate its relevance and validity after considering contemporary views on human needs • outline a specific need that is significant to them and explain how goal setting can contribute to the satisfaction of that need |

| Students learn about: | Students learn to: |
|---|--|
| <p><i>resources</i></p> <ul style="list-style-type: none"> • defining resources • specific resources <ul style="list-style-type: none"> – human, eg energy, knowledge, intelligence, sight, language, skills and abilities, motivation – non-human, eg food, clothing, money, electricity, shelter • interchangeability of resources • resource sustainability (to conserve a resource) <p>influences on resource management</p> <p><i>factors affecting resource management</i></p> <ul style="list-style-type: none"> • personal values and past experiences • factors influencing availability of and access to resources, eg age, gender, disability, culture, socioeconomic status • access to support <ul style="list-style-type: none"> – informal, eg relatives, friends, neighbours – formal, eg government agencies, community organisations <p><i>personal management skills</i></p> <ul style="list-style-type: none"> • planning and organisation • communication <ul style="list-style-type: none"> – verbal and non-verbal – assertive, aggressive, passive – characteristics of effective communication • decision making <ul style="list-style-type: none"> – decision-making styles – impulsive, intuitive, hesitant, confident, rational – factors influencing decision making • problem solving | <ul style="list-style-type: none"> • describe a range of resources and explain how they assist in satisfying specific needs • propose how resources could be interchanged to enhance wellbeing in a variety of situations • outline strategies individuals use to conserve human and non-human resources • explain how a combination of factors can influence resource management for a range of individuals, including: <ul style="list-style-type: none"> – a person with a disability – a person who is homeless – a 16-year-old male – a retired aged person • describe how access to support can contribute to the satisfaction of specific needs in a range of situations • assess the extent to which personal management skills can influence resource management • use scenarios to apply and refine their personal management skills to relevant and contemporary challenges • identify and challenge gender expectations in regard to personal management skills |

| Students learn about: | Students learn to: |
|---|--|
| <p>effective resource management</p> <p><i>strategies for effective resource management</i></p> <ul style="list-style-type: none"> • using interchangeable resources • adopting sustainable behaviours • accessing support • developing personal management skills • engaging in education or training <p><i>interviews as a primary research method</i></p> <ul style="list-style-type: none"> • constructing, conducting, recording responses <ul style="list-style-type: none"> – structured and unstructured • advantages and disadvantages • analysing research results | <ul style="list-style-type: none"> • propose and evaluate strategies individuals can adopt to effectively manage their resources in a range of life contexts, eg caring for a family member, completing the HSC, seeking employment • use interviews as a research method by: <ul style="list-style-type: none"> – designing an interview to investigate how accessing support can contribute to effective resource management – conducting interviews and recording responses – analysing the data to determine the extent to which accessing support assists individuals to manage their resources effectively |

8.2 Preliminary core: Individuals and Groups

This module should occupy approximately 40 percent of total course time.

This module explores the role that individuals and groups play in meeting the specific needs of individuals, families and communities. Students explore the importance of building positive interpersonal relationships in order to promote a sense of belonging among individuals, families and social groups.

This Preliminary module also provides students with the opportunity to examine the nature of groups and why they form. Students explore the various roles individuals adopt within groups in order to establish an environment where goal achievement is enhanced and the wellbeing of individuals and groups is promoted. In doing so, they examine power bases and the nature of leadership and explore their significance as a determinant of group effectiveness.

This module provides opportunity for introductory research experience, including conducting observations and case studies.

Module focus

- Groups in the community
- Roles individuals adopt within groups
- Power within groups
- Conflict within groups

Outcomes

A student:

P1.2 proposes effective solutions to resource problems

P2.1 accounts for the roles and relationships that individuals adopt within groups

P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement

P3.2 analyses the significance of gender in defining roles and relationships

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form

P6.2 uses critical thinking skills to enhance decision making.

| Students learn about: | Students learn to: |
|---|--|
| <p>groups in the community</p> <p><i>types of groups</i></p> <ul style="list-style-type: none"> • family and friendship groups • sporting and leisure groups • study and work groups • religious groups • cultural groups • other specific groups within the community <p><i>reasons for group formation</i></p> <ul style="list-style-type: none"> • locality/geography • gender • shared interest/common goal • security • sexuality • specific need • social interaction • culture • religion • other <p>roles individuals adopt within groups</p> <p><i>specific roles of individuals</i></p> <ul style="list-style-type: none"> • the specific roles adopted by individuals in groups <ul style="list-style-type: none"> – to ensure tasks are achieved – to maintain/build relationships – to influence the group’s progress • norms, conformity, and cohesiveness within and among groups <p><i>factors that contribute to the role they adopt within groups</i></p> <ul style="list-style-type: none"> • personal factors <ul style="list-style-type: none"> – self-esteem – self-confidence – sense of belonging – education – heredity – previous experience – culture | <ul style="list-style-type: none"> • explore various types of groups in the community and explain why each group has formed • critically examine groups to which they belong by: <ul style="list-style-type: none"> – identifying the type of group – explaining why each group formed – justifying why they belong to each group • compare the specific roles various individuals adopt within a range of school and community groups • determine the specific roles they adopt in the groups to which they belong and propose how and why their roles may vary • explore how individuals can influence a group’s progress and discuss the impact this can have on group cohesiveness • assess the extent to which personal factors impact on the role they adopt within groups |

| Students learn about: | Students learn to: |
|--|---|
| <ul style="list-style-type: none"> • social factors <ul style="list-style-type: none"> – relationship with group members – attitudes of group members, eg peer acceptance – gender expectations – media <p><i>observation as a primary research method</i></p> <ul style="list-style-type: none"> • conducting and recording observations • advantages and disadvantages • presenting research findings <p>power within groups</p> <p><i>power bases</i></p> <ul style="list-style-type: none"> • legitimate • reward • coercive • referent • expert <p><i>leadership</i></p> <ul style="list-style-type: none"> • self-leadership • leadership styles, eg autocratic, democratic, laissez faire, transformational • leadership adaptability and flexibility <p><i>factors influencing leadership</i></p> <ul style="list-style-type: none"> • type of task • knowledge and skills within the group • attitudes of individuals within the group • relationship between group members | <ul style="list-style-type: none"> • explain how social factors contribute to an individual’s sense of belonging within a group • critically examine the impact of gender expectations on the specific roles individuals adopt within groups <ul style="list-style-type: none"> • observe the specific roles various individuals adopt within groups, and present research findings <ul style="list-style-type: none"> • evaluate the impact of power bases used by individuals in a range of groups <ul style="list-style-type: none"> • assess the role of self-leadership in contributing to positive interpersonal relationships and task achievement • compare styles of leadership and assess the effectiveness of each in a variety of situations, eg small workplace, committee <ul style="list-style-type: none"> • justify the importance of leadership adaptability by examining how each factor can influence different styles of leadership |

| Students learn about: | Students learn to: |
|--|---|
| <p>conflict within groups <i>case study as a secondary research method</i></p> <ul style="list-style-type: none"> • collecting and recording data • advantages and disadvantages <p><i>causes of conflict</i></p> <ul style="list-style-type: none"> • incompatible goals • individual differences/personality • limited resources • ineffective communication • varying values • multiple role expectations <p><i>conflict resolution</i></p> <ul style="list-style-type: none"> • process <ul style="list-style-type: none"> – negotiation, agreement, resolution • role of support people, eg mediators, advocates • outcomes of conflict resolution <ul style="list-style-type: none"> – win-win – win-lose – lose-lose | <ul style="list-style-type: none"> • explore conflict within groups by collecting and recording data from existing case studies • analyse the impact conflict has on groups by: <ul style="list-style-type: none"> – identifying examples of group conflict – recognising the causes of the conflict – analysing the extent of the impact on wellbeing • propose reasons why conflict resolution has different outcomes for various groups and determine the impact on group wellbeing • investigate a current conflict between two groups in the community and evaluate the extent to which support people can assist in conflict resolution |

8.3 Preliminary core: Families and Communities

This module should occupy approximately 40 percent of total course time.

This module provides students with an insight into family structures and communities and the roles individuals adopt within each. The module requires students to examine how constant change challenges families and communities, and that both informal and formal support available can assist them to manage the change effectively.

The module recognises socialisation as a lifelong process that is influenced by both the family and other groups within the community.

This module presents students with a range of introductory research experiences such as constructing a questionnaire and conducting a literature review.

Module focus

- Families
- Communities
- Managing change
- Socialisation of individuals within families and communities

Outcomes

A student:

P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals

P1.2 proposes effective solutions to resource problems

P2.2 describes the role of the family and other groups in the socialisation of individuals

P2.4 analyses the interrelationship between internal and external factors and their impact on family functioning

P3.1 explains the changing nature of families and communities in contemporary society

P3.2 analyses the significance of gender in defining roles and relationships

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form

P6.1 distinguishes those actions that enhance wellbeing.

| Students learn about: | Students learn to: |
|--|--|
| <p>families</p> <p><i>family</i></p> <ul style="list-style-type: none"> • defining family • the Australian Census Dictionary glossary definition of family <p><i>family structures</i></p> <ul style="list-style-type: none"> • adoptive • blended • childless • communal • de facto • extended • foster • nuclear • same-sex couple • sole parent • kinship <p><i>roles individuals adopt within families</i></p> <ul style="list-style-type: none"> • satisfying specific needs • building relationships • promoting wellbeing <p>communities</p> <p><i>communities</i></p> <ul style="list-style-type: none"> • definitions of a community • reasons for community formation, eg common interest/purpose <p><i>questionnaires as a primary research method</i></p> <ul style="list-style-type: none"> • developing reliable questions • collecting and recording data • advantages and disadvantages <p><i>levels of community organisation</i></p> <ul style="list-style-type: none"> • local • state • national • global | <ul style="list-style-type: none"> • examine definitions of family and propose reasons for the variations • compare and contrast different family structures • outline the roles within families • analyse how different family structures can influence the roles individuals adopt • use data from the Australian Bureau of Statistics (ABS) to identify the groups that make up their local community • construct a questionnaire that could be used to identify the demographics of their local community • use tallying to record research data collected from numerous questionnaires • analyse ways that groups within communities can meet the specific needs of people from a local to a global level |

| Students learn about: | Students learn to: |
|--|--|
| <p><i>roles groups adopt within communities</i></p> <ul style="list-style-type: none"> • satisfying specific needs • building relationships • promoting wellbeing <p><i>decision making in communities</i></p> <ul style="list-style-type: none"> • influences on decision making <ul style="list-style-type: none"> – legislation – environmental factors – lobbying and community petitions – protesting • processes <ul style="list-style-type: none"> – arbitration – consensus – election – voting – referendum <p>managing change in families and communities</p> <p><i>nature of change</i></p> <ul style="list-style-type: none"> • internal and external • planned and unplanned • temporary and permanent <p><i>impact of change on families and communities</i></p> <ul style="list-style-type: none"> • family and community wellbeing • roles individuals adopt • environmental • legislation • technology | <ul style="list-style-type: none"> • investigate how groups have assisted individuals to overcome adversity through the roles they have adopted within the community. Consider groups such as: <ul style="list-style-type: none"> – charity groups – religious groups – health services groups – emergency services groups • explain how each factor influences decisions within the community • explore the processes used to make decisions in the community, eg local council meeting, resident management groups, tribunal • examine a local community decision or proposal by: <ul style="list-style-type: none"> – identifying the roles of individuals and groups – the factors influencing the decision-making process – the processes employed to make the decision – the outcome(s) or potential outcome(s) of the decision • explore examples of change within families and communities and determine: <ul style="list-style-type: none"> – the nature of the change – the impact of the change |

| Students learn about: | Students learn to: |
|---|--|
| <p><i>types of support</i></p> <ul style="list-style-type: none"> • informal, eg relatives, friends, neighbours • formal, eg government agencies, community organisations <p>socialisation of individuals within families and communities</p> <p><i>stages of the life span</i></p> <ul style="list-style-type: none"> • infancy • childhood • adolescence • adulthood • the aged <p><i>literature review as a secondary research method</i></p> <ul style="list-style-type: none"> • accessing sources of data • advantages and disadvantages <p><i>influences on socialisation</i></p> <ul style="list-style-type: none"> • relatives • peers • paid carers • health professionals • online networks • media • print and digital information | <ul style="list-style-type: none"> • investigate how informal and formal support assists to manage change • analyse the specific needs that are of greatest significance to the individual at each stage of the life span • access sources of secondary data in order to conduct a literature review on socialisation throughout the life span • assess how family and other groups within the community contribute to socialisation during infancy and childhood • analyse how the socialisation of children influences the construction of gender • explain how socialisation aims to assist individuals to adopt positive roles within families and communities |

9 Content: Community and Family Studies Stage 6 HSC course

9.1 HSC core: Research Methodology

This module should occupy approximately 25 percent of total course time.

This module builds upon introductory research opportunities integrated throughout the Preliminary course. It focuses on the processes of inquiry and research, allowing students to pursue an area of interest in an Independent Research Project. The course is designed so that elements of the Independent Research Project can be facilitated by the teacher. The skills and understanding related to research methodology should be developed throughout the study of both the Preliminary and HSC courses.

Module focus

- Research methodology

Outcomes

A student:

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions.

| Students learn about: | Students learn to: |
|---|---|
| <p>research methodology <i>research fundamentals</i></p> <ul style="list-style-type: none"> • the purpose of research, eg advance knowledge, increase understanding, educate others, inform practice • the focus of research, eg question/hypothesis • sampling <ul style="list-style-type: none"> – methods – sample group – sample size • types of data <ul style="list-style-type: none"> – primary and secondary – qualitative and quantitative • sources of data <ul style="list-style-type: none"> – individuals and groups – print and digital • reliability and validity • ethical behaviour <ul style="list-style-type: none"> – respect – integrity – privacy – bias | <ul style="list-style-type: none"> • explore a variety of existing research projects/reports and consider the following questions: <ul style="list-style-type: none"> – what was the focus of the research? – what was the sample group and size? – what type of data was collected? – what sources of data were used? • describe the types of data that can be collected from individuals and groups • examine data from print and electronic sources to determine the key findings • discuss the advantages and limitations of each of the sources of data • explain how sampling contributes to reliable and valid research • assess the importance of ethical behaviour when conducting research by considering the following: <ul style="list-style-type: none"> – sensitive research topics – confidentiality – research bias – crediting sources of data |
| <p>Teacher note: It is expected that students will have some understanding of research methodology as a result of applications throughout the Preliminary course. During this module these understandings will be further developed by conducting research.</p> | |
| <p><i>research methods</i></p> <ul style="list-style-type: none"> • questionnaires • interviews • case studies • observations • literature reviews | <ul style="list-style-type: none"> • describe each research methodology and evaluate the suitability of each for different research topics • select and utilise appropriate research methods to conduct research |

| Students learn about: | Students learn to: |
|--|--|
| <p>Teacher note: Students conduct research on a chosen topic. The research process can be applied as a teacher-facilitated or student-centred activity provided it is in line with the requirements of the Independent Research Project (Section 10). Students should be encouraged to follow ethical procedures throughout the research process.</p> | |
| <p><i>research process</i></p> <ul style="list-style-type: none"> • planning for research <ul style="list-style-type: none"> – formulating a research proposal – managing resources, eg time, materials • conducting research <ul style="list-style-type: none"> – accessing sources of data – collecting and recording data – documenting actions and issues • interpreting research <ul style="list-style-type: none"> – presenting research findings – analysing research results – drawing conclusions from research | <ul style="list-style-type: none"> • apply the research process to a chosen topic by: <ul style="list-style-type: none"> – selecting a research focus – selecting appropriate sampling methods – proposing how the research will be conducted – creating a timeline for research goals – accessing relevant sources of secondary data – using suitable research methods to collect and record primary and secondary data – recording actions and proposing solutions to any research issues – presenting primary data in graphs, tables or written reports – comparing key findings from primary and secondary data – forming research-based conclusions and making recommendations – crediting sources of data by means of bibliography and appendix |

9.2 HSC core: Groups in Context

This module should occupy approximately 25 percent of total course time.

This module builds upon students' knowledge and understanding acquired in the Preliminary course modules Resource Management and Individuals and Groups.

Students explore **FOUR** specific groups within the community who may be experiencing inequities by examining the nature of the group, their specific needs and level of access to services.

Students undertake a detailed investigation of **TWO** groups to examine the role that positive social environments can have on enhancing the wellbeing of the group and individuals within the group.

Module focus

- Specific groups within the community
- Exploring the specific groups within the community
- Issues of concern for specific groups within the community
- Creating positive social environments

Outcomes

A student:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.

| Students learn about: | Students learn to: |
|--|--|
| <p>specific groups within the community</p> | |
| <p>Category A groups (Mandatory groups)</p> <ul style="list-style-type: none"> • People with disabilities • Homeless people | <p>Category B groups (Select 2 groups)</p> <ul style="list-style-type: none"> • Aged • Culturally and Linguistically Diverse communities • Aboriginal and Torres Strait Islander peoples • Rural and remote families • Gay, Lesbian, Bisexual, Transgender, Intersex communities • Sole parents • Youth |
| <p>Teacher note: Students are required to study the following content in relation to FOUR specific groups within the community. All students must study the TWO groups in category A plus TWO groups selected from category B.</p> | |
| <p>exploring the four specific groups within the community</p> <ul style="list-style-type: none"> • prevalence of each group within the community • individual diversity within each group • terminology used by the community to describe the group | <ul style="list-style-type: none"> • utilise reliable sources of data to examine the nature of each group by considering the following questions: <ul style="list-style-type: none"> – what is the prevalence of the group within Australia? – what determines whether an individual is part of the group? – how might individuals vary within the group? • recognise that the community uses positive and negative terminology to describe each group. Discuss the impact this might have on individuals within the group |

| Students learn about: | Students learn to: |
|--|--|
| <p>issues of concern for the four specific groups within the community</p> <p><i>satisfaction of needs</i></p> <ul style="list-style-type: none"> • specific needs of each group <ul style="list-style-type: none"> – adequate standard of living (food, clothing, shelter) – health – education – employment – safety and security – sense of identity <p><i>access to services</i></p> <ul style="list-style-type: none"> • types of services, eg financial support, transport, accommodation and housing, health care, counselling, education, employment, legal aid • factors affecting access to services <ul style="list-style-type: none"> – characteristics of individuals within the group, eg age, gender, level of education, culture, type of disability, first language spoken, socioeconomic status – resources, eg time, money, energy, knowledge – aspects of the service, eg opening hours, confidentiality, location, staffing <p>researching TWO community groups</p> | <ul style="list-style-type: none"> • identify and prioritise the specific needs of each group • justify the TWO most significant needs for each group and discuss the implications if these are not met • explore the factors that can affect each group’s access to services by considering the following questions: <ul style="list-style-type: none"> – what types of services does each group require access to? – how do the characteristics of individuals within each group affect their access to services? – what resources are necessary to support each group’s access to the service? – how available are the services within the community? |
| <p>Teacher note: Students are required to study the following content in relation to the TWO groups selected and studied from category B.</p> | |
| <p>creating positive social environments</p> <p><i>addressing the groups’ issues of concern</i></p> <ul style="list-style-type: none"> • government policy and legislation • organisations within the community that support the group • equity issues | <ul style="list-style-type: none"> • examine government policy and legislation to determine its role in ensuring equity for each group • critically analyse the extent to which organisations within the community assist in satisfying the needs of each group • investigate a current inequity issue faced by each group and propose strategies to address the issue |

| Students learn about: | Students learn to: |
|--|---|
| <p><i>positive influences on community attitudes</i></p> <ul style="list-style-type: none"> • contributions the group makes within the community • advocacy (speaking up for the group's needs and concerns) <ul style="list-style-type: none"> – raising awareness within the community – educating the community – promoting the rights of the group | <ul style="list-style-type: none"> • explore ONE example of what each group has done to try to improve community attitudes, and assess the impact this has had on the wellbeing of the group • outline how community organisations advocate for each group and describe the positive influence it can have on community attitudes |

9.3 HSC core: Parenting and Caring

This module should occupy approximately 25 percent of total course time.

In this module, students develop their understanding of the types of parents and carers and how to best prepare for the role of a parent or carer in order to optimise the wellbeing of a dependant.

Students are required to analyse factors affecting the parenting and caring role including characteristics of the dependant, personal and social influences, as well as parenting and caring styles. Both the informal and formal support available to assist parents and carers in their role are also examined.

Module focus

- Becoming a parent or carer
- Factors affecting the parenting and caring role
- Support for parents and carers

Outcomes

A student:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society.

| Students learn about: | Students learn to: |
|--|---|
| <p>becoming a parent or carer <i>types of parents and carers</i></p> <ul style="list-style-type: none"> • biological parents • social parents <ul style="list-style-type: none"> – adoption – fostering – step-parenting – surrogacy • carers <ul style="list-style-type: none"> – primary – informal and formal <p><i>the roles of parents and carers</i></p> <ul style="list-style-type: none"> • satisfying the specific needs of the dependant • building a positive relationship with the dependant • promoting the wellbeing of the dependant <p><i>preparations for becoming a parent or carer</i></p> <ul style="list-style-type: none"> • changing health behaviours, eg nutrition, physical activity, social or spiritual connections • enhancing knowledge and skills, eg education, information, training • modifying the physical environment, eg housing, amenities, equipment • organising finances, eg budgeting, saving, support payments | <ul style="list-style-type: none"> • describe the different types of parents and carers • explore the impact of legal, social and technological change on social parents by considering changes in: <ul style="list-style-type: none"> – legislation – community beliefs and attitudes – reproductive technology • examine current research data on primary carers to determine the: <ul style="list-style-type: none"> – significance of age and gender – reasons for carers taking on the role, eg emotional obligation, alternative care too costly • outline the roles of parents and carers and evaluate the significance of each role in various parenting and caring situations • examine a range of parenting and caring situations and assess the impact preparations can have on the wellbeing of the dependant |

| Students learn about: | Students learn to: |
|--|---|
| <p>factors affecting the roles of parents and carers</p> <p><i>characteristics of the dependant</i></p> <ul style="list-style-type: none"> • age • skills/capabilities • special needs, eg illness, disability <p><i>influences on parents and carers</i></p> <ul style="list-style-type: none"> • personal <ul style="list-style-type: none"> – culture, customs and tradition – religion/spirituality – education – previous experience – own upbringing – multiple commitments, eg work, study, sport, family – socioeconomic status – special needs, eg illness, disability • social <ul style="list-style-type: none"> – community attitudes – gender expectations – media stereotypes <p><i>styles of parenting or caring</i></p> <ul style="list-style-type: none"> • authoritarian • democratic • permissive/indulgent • negligent <p><i>rights and responsibilities in parenting and caring</i></p> <ul style="list-style-type: none"> • legal rights of parents, carers and dependants • responsibilities of parents and carers <ul style="list-style-type: none"> – duty of care – setting limits – discipline | <ul style="list-style-type: none"> • describe how the characteristics of the dependant can affect the roles of the parent or carer • examine each influence to determine its effect on parenting and caring • propose strategies to assist parents and carers to manage their multiple commitments • describe how social influences affect the roles of parents and carers • critically analyse expectations of males and females in parenting and caring roles in a changing society • explore one example of how a parent or carer may challenge social influences and assess the impact this can have on their wellbeing • explore each parenting or caring style and assess the impact it can have on the roles of parents and carers • analyse the impact of legal rights on the wellbeing of parents, carers and dependants by considering the following: <ul style="list-style-type: none"> – health and medical decisions – education and schooling – financial support • discuss how the responsibilities of parents and carers contribute to building a positive relationship with the dependant |

| | |
|--|---|
| <p>Teacher note: Students are not required to gain a detailed understanding of support groups, agencies or services for parents and carers. The intent is for students to examine how support for parents and carers assists and impacts on their roles, responsibilities and wellbeing.</p> | |
| <p>support for parents and carers</p> <p><i>types of support</i></p> <ul style="list-style-type: none"> • informal <ul style="list-style-type: none"> – relatives, friends, neighbours • formal <ul style="list-style-type: none"> – government agencies – community organisations <p><i>types of services provided through formal support</i></p> <ul style="list-style-type: none"> • health care • education • financial support • childcare • respite care • counselling | <ul style="list-style-type: none"> • explain how different types of support can assist parents and carers to: <ul style="list-style-type: none"> – prepare for their roles – fulfil their responsibilities – maintain their own wellbeing • assess the impact accessing formal support services can have on the wellbeing of: <ul style="list-style-type: none"> – young carers – aged carers – first-time parents – working parents |

9.4 HSC option: Family and Societal Interactions

This module should occupy approximately 25 percent of total course time.

Changes in legal and social systems affect individuals in their family life. Students will examine how government and community structures support and protect family members at all stages of the life span. This module draws attention to significant legislation and highlights the role of these laws and community organisations in supporting wellbeing and assisting families to function effectively.

Module focus

- Supporting and protecting individuals and families
- Protecting children
- Assisting young people to become young adults
- Being a responsible adult family member
- The aged

Outcomes

A student:

H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing

H3.2 evaluates networks available to individuals, groups and families within communities

H3.3 critically analyses the role of policy and community structures in supporting diversity

H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

H6.1 analyses how the empowerment of women and men influences the way they function within society

H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.

| Students learn about: | Students learn to: |
|---|--|
| <p>supporting and protecting individuals and families</p> <p><i>role of legislation</i></p> <ul style="list-style-type: none"> • to protect members of society • to promote a just and cohesive society • to set guidelines for socially acceptable behaviour • to provide processes to settle disputes peacefully • to outline what governments can and cannot do <p><i>role of community organisations and agencies</i></p> <ul style="list-style-type: none"> • how community organisations support government legislation and initiatives <p>protecting children</p> <p><i>the government's role</i></p> <ul style="list-style-type: none"> • legislation relating to the protection and welfare of children <ul style="list-style-type: none"> – child protection – education, eg school attendance – safety, eg travel restraints, product safety standards • government agencies that implement and monitor these laws, eg NSW Commission for Children and Young People <p><i>the community's role in providing for the wellbeing of children</i></p> <ul style="list-style-type: none"> • children's services • schools and out-of-school care • leisure activities • not-for-profit organisations and support groups | <ul style="list-style-type: none"> • describe how legislation can support and protect individuals and families in contemporary society • explore how community organisations and agencies interact with governments to support and protect individuals and families in contemporary society • examine current NSW child protection legislation by: <ul style="list-style-type: none"> – locating and identifying current NSW child protection legislation – describing the areas of regulation, eg reporting children at risk, working with children checks – evaluating its effectiveness in supporting and protecting the welfare of children • investigate the provisions made by their local community to protect the welfare of children • identify a community support organisation that provides for the wellbeing of children and evaluate the services it provides, eg Kidsafe NSW |

| Students learn about: | Students learn to: |
|--|--|
| <p>assisting young people to become young adults <i>the government's role in regulating rights of young people</i></p> <ul style="list-style-type: none"> • licensing drivers • school attendance • access to tobacco and alcohol • gambling regulations • right to vote • legal age for sexual relationships and marriage • gaining other entitlements, eg passport • workplace protections, eg minimum wage <p><i>the community's role in supporting young people</i></p> <ul style="list-style-type: none"> • health care • leisure and recreation • community support organisations, eg online youth mental health services <p>being a responsible adult family member <i>government's role in supporting adults and families</i></p> <ul style="list-style-type: none"> • current legislation supporting adults and families <ul style="list-style-type: none"> – laws relating to family – laws relating to adoption – laws relating to assisted reproductive technology | <ul style="list-style-type: none"> • debate the age appropriateness of the rights afforded to young people through the law. Consider questions such as: <ul style="list-style-type: none"> – are all 17-year-olds responsible enough to drive safely? – should the minimum age for alcohol be raised? • identify and evaluate the meaning and purpose of adolescent rites of passage • examine differing societal expectations of young females and young males as they assume increasing rights, responsibilities and opportunities • investigate a community support organisation and describe how it provides for the wellbeing of young people, eg ReachOut Australia • examine the current Family Law Act by : <ul style="list-style-type: none"> – locating and identifying the current legislation – describing the areas of regulation, eg marriage and de facto relationships, divorce, spousal and child support, injunctions related to family violence – evaluating its effectiveness in supporting and protecting adults and families |

| Students learn about: | Students learn to: |
|--|---|
| <p><i>community support for adults and families</i></p> <ul style="list-style-type: none"> • counselling for individuals and families • health services • women’s refuges • community support organisations, eg Centacare, St Vincent de Paul Society <p>the aged</p> <p><i>issues for the aged</i></p> <ul style="list-style-type: none"> • government legislation and entitlements for the aged • community support for the aged • recognising the aged as a valuable community resource | <ul style="list-style-type: none"> • identify a community support group that provides for the wellbeing of adults and families and evaluate the services it provides • conduct a case study on the aged by considering the following questions: <ul style="list-style-type: none"> – what are the current and future issues for the aged? – how do government entitlements assist the aged in planning for retirement? – what is available in the community to support the housing needs of the aged? – how can the community recognise the aged as valuable citizens? |

9.5 HSC option: Social Impact of Technology

This module should occupy approximately 25 percent of total course time.

Technology plays an important role in redefining society generally and specifically families, communities and the workplace. While technology is often welcomed and accessed by some groups, many inequities and negative social impacts exist.

In this module, students examine perceptions of technology and investigate historical influences on the evolution of technology. Using this fundamental knowledge, students consider the potential benefit of technological developments while investigating the inequities of access experienced by some groups and the positive and negative impact of technological developments on families and in communities and the workplace.

Module focus

- Defining technology
- Reasons for the development of technology
- Factors affecting access to and acceptance of technology
- The impact of technology on lifestyle and wellbeing
- Issues related to technological development
- A selected piece of technology

Outcomes

A student:

H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing

H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions

H6.1 analyses how the empowerment of women and men influences the way they function within society.

| Students learn about: | Students learn to: |
|--|--|
| <p>defining technology</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Teacher note: The section that details defining technology should be dealt with in broad terms only. The intent is for students to gain an understanding of technological advancements prior to considering the impact of these on individuals, families and communities.</p> </div> <ul style="list-style-type: none"> • technology as hardware, eg appliances, gadgets, toys • technology as software, eg applications, databases, websites • technology as organisation of knowledge, eg communications, media, internet, home entertainment <p><i>historical perspectives</i></p> <ul style="list-style-type: none"> • the Digital Revolution • the Information Age <p>reasons for the development of technology</p> <ul style="list-style-type: none"> • improve upon existing technology • economic benefit • consumer demand and human needs • social betterment • the global community • response to social problems <p>factors affecting access to and acceptance of technology</p> <ul style="list-style-type: none"> • age • culture • education • economic status • disability • geographical location • gender • religion | <ul style="list-style-type: none"> • describe both primitive and complex technologies <ul style="list-style-type: none"> • outline how the nature and use of information and communication technology has evolved • examine data from the Australian Bureau of Statistics (ABS) to compare trends in household use of information and communication technology over time <ul style="list-style-type: none"> • analyse how technology has emerged within the following contexts: <ul style="list-style-type: none"> – transport – communication – consumer services <ul style="list-style-type: none"> • discuss how each of the factors may impact on an individual's access to and acceptance of technology |

| | |
|--|--|
| <p>the impact of technology on lifestyle</p> <p><i>technologies and the family</i></p> <ul style="list-style-type: none"> • household technology • information and communication technology • entertainment technology <p><i>technologies and the community</i></p> <ul style="list-style-type: none"> • education and training • transport and travel • health and medicine • food • leisure and entertainment <p><i>technologies and the workplace</i></p> <ul style="list-style-type: none"> • safety technology • information and communication technology • structure of the workplace <ul style="list-style-type: none"> – health and safety – equipment – efficiency – flexibility – education and training • introduction of technology into the workplace <p>technological development</p> <p><i>issues related to information and communication technology</i></p> <ul style="list-style-type: none"> • privacy and safety • security of information • accuracy of information • information overload • copyright <p><i>impact of emerging technologies</i></p> <ul style="list-style-type: none"> • ethics • equity and access • health and safety • economic • environmental • education and learning | <ul style="list-style-type: none"> • explore how household technology contributes to the wellbeing of individuals within families • critically analyse the impact of technology on interpersonal relationships within families • explore how technology contributes to productive communities • critically examine the impact of technology on community health and wellbeing • assess the degree to which technology impacts on: <ul style="list-style-type: none"> – workplace safety – work/life balance – career pathways • evaluate the rights and responsibilities of employers and employees in adopting technology in the workplace • debate the issues related to the development of information and communication technologies • examine various emerging technologies and predict the potential impact of their development |
|--|--|

| | |
|--|---|
| <p>a selected piece of technology <i>issues related to technological development</i></p> <ul style="list-style-type: none">• reasons for the development of the technology• factors affecting access to and acceptance of the technology• impact on lifestyle and wellbeing of the technology | <ul style="list-style-type: none">• conduct a case study of the selected piece of technology by considering the following questions:<ul style="list-style-type: none">– how has the technology emerged or developed over time?– what impact has the technology had politically, economically and socially?– what issues are related to the use and development of the technology? |
|--|---|

9.6 HSC option: Individuals and Work

This module should occupy approximately 25 percent of total course time.

Work is a productive activity that occurs in a variety of settings. The nature of work changes over the life span, requiring balance with other aspects of an individual's life.

The changing nature of work-related situations requires an understanding of social change, cultural influences, economic policies and political processes that impact on work. Students develop skills necessary to manage these changes.

In this module, students consider how contemporary workplace practices have evolved in response to social changes. Students gain an understanding of both the benefits of a variety of work patterns to family wellbeing and how workplace practices have changed to acknowledge the value of family life.

Module focus

- The nature of work
- Changing work patterns
- Structures that support individuals in the workplace
- Managing individual and workplace roles
- Youth employment

Outcomes

A student:

H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing

H3.3 critically analyses the role of policy and community structures in supporting diversity

H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

H5.2 develops strategies for managing multiple roles and demands of family, work and other environments

H6.1 analyses how the empowerment of women and men influences the way they function within society

H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.

| Students learn about: | Students learn to: |
|---|---|
| <p>the nature of work <i>reasons people work</i></p> <ul style="list-style-type: none"> • to meet specific needs • economic • value and status <p><i>the labour force</i></p> <ul style="list-style-type: none"> • labour force concepts and terms <ul style="list-style-type: none"> – labour force – employed – unemployed – employed part time – employed full time – participation rate • labour force participation across the life span <p><i>patterns of work</i></p> <ul style="list-style-type: none"> • full-time, part-time, job share, casual • permanent, temporary/contract • self-employed • shift work • voluntary • seasonal • working remotely • others <p>changing work patterns <i>social factors leading to changing work patterns</i></p> <ul style="list-style-type: none"> • education/retraining • technology <ul style="list-style-type: none"> – computers – automation/robotics – research and development • employment/unemployment • perceptions of gender • family circumstances, including structural change • government policy • economics | <ul style="list-style-type: none"> • describe how work can contribute to the satisfaction of specific needs • compare and contrast the needs that are met through paid and unpaid work • explain how values and status of work impact on how a person perceives work <ul style="list-style-type: none"> • research and identify current trends in the labour force in regards to age and gender • account for labour force participation rates across the life span by researching: <ul style="list-style-type: none"> – full-time versus part-time employment – unemployment <ul style="list-style-type: none"> • describe each work pattern and evaluate the suitability of each for different individuals across the life span <ul style="list-style-type: none"> • analyse the relationship between patterns of work and the various social factors |

| Students learn about: | Students learn to: |
|---|---|
| <p>structures that support individuals in the workplace</p> <p><i>rights and responsibilities</i></p> <ul style="list-style-type: none"> • employees • employers <p><i>workplace structures</i></p> <ul style="list-style-type: none"> • legislation, eg health and safety, equal employment opportunity • work conditions, eg awards, grievance procedures • trade unions • flexible work patterns and practices, eg job share, flexible work arrangements • workplace culture, eg childcare, prayer room, kitchen • leave entitlements, eg parental, carers <p>maintaining work and life balance</p> <p><i>individual roles</i></p> <ul style="list-style-type: none"> • personal commitments and interests <ul style="list-style-type: none"> – work – leadership – parenting – caring – volunteering – religion – recreation – studying – hobbies <p><i>individual strategies for managing multiple roles</i></p> <ul style="list-style-type: none"> • negotiating and sharing roles • managing resources • using technology • accessing support • utilising workplace structures | <ul style="list-style-type: none"> • explain the importance of rights and responsibilities in the workplace • analyse how rights and responsibilities are supported by workplace structures and affect: <ul style="list-style-type: none"> – the wellbeing of the employer and employee in the workplace – efficient work practices • examine the extent to which the workplace can provide equal access to work entitlements for females and males • recognise that individuals may have multiple roles outside the workplace • devise strategies that individuals can utilise to effectively manage multiple role expectations caused by changing circumstances |

| Students learn about: | Students learn to: |
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| <p>youth employment <i>issues that impact on youth employment</i></p> <ul style="list-style-type: none"> • personal management skills required in the workplace • steps taken to prepare and plan for a career • predominant patterns of work of young people • rights and responsibilities of young people in the workplace | <ul style="list-style-type: none"> • conduct a case study of the issues that impact on youth employment by considering the following questions: <ul style="list-style-type: none"> – what are the factors contributing to youth unemployment? – how can a young person optimise their employment prospects? – how does work support young people to manage multiple roles? |

10 Course requirements

The *Community and Family Studies Stage 6 Syllabus* includes a Preliminary course of 120 hours (indicative time) and an HSC course of 120 hours (indicative time).

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite to the study of the HSC course.

No exclusions apply to the study of Community and Family Studies Stage 6.

As part of the HSC, students are required to complete an Independent Research Project in the context of the HSC core module — Research Methodology. The IRP forms part of the internal HSC assessment program. The focus of the Independent Research Project should be related to the course content of one or more of the following areas:

- individuals
- groups
- families
- communities
- resource management.

The Independent Research Project consists of three parts:

- (i) the project plan
- (ii) the project diary
- (iii) the product.

(i) The project plan:

- provides an initial summary and outline of the complete research process.

(ii) The diary:

- is a record of an ongoing process
- records values, attitudes and feelings
- reflects honestly on problems encountered and their solutions
- records conversations, contacts, readings and sources of secondary data
- reflects the proposed timeline.

(iii) The product:

- is independent; that is, it is the student's own work, based on an area of interest related to the course content
- is research based, meaning that the students should 'find something out' or add to their existing knowledge
- should reflect the time and commitment allocated to it in the overall context of the course.

11 Post-school opportunities

The study of Community and Family Studies Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Community and Family Studies Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of student achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of Community and Family Studies in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Community and Family Studies Stage 6. This information can be found on the TAFE NSW website (www.tafensw.edu.au/mchoice).

Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in Community and Family Studies Stage 6 so that the degree of recognition available can be determined.

12 Assessment and reporting

Advice on appropriate assessment practice in relation to the Community and Family Studies syllabus is contained in *Assessment and Reporting in Community and Family Studies Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Community and Family Studies are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc

13 Glossary

- affirmative action** Affirmative action covers any policy that is intended to redress discriminatory practices, especially in regard to employment. The policy is commonly used as a means of redressing gender-based, sexual preference, disability, or racial discrimination. It sometimes involves a form of positive discrimination in favour of a group against whom there has been some discrimination. The principle has been embodied in Australian legislation concerned with human rights and anti-discrimination.
- Affirmative action strategies are put in place to provide special help for groups who have been disadvantaged in the past. For example, an employer may run special training or recruitment programs for groups such as Aboriginal and Torres Strait Islander people, women, people with disabilities or people from a non-English-speaking background. Such programs help to give these groups (sometimes referred to as target groups) skills and confidence to allow them to compete on equal terms with everyone else.
- carer's leave** Personal/carer's leave (or 'family leave') is leave taken by an employee to provide care for a sick dependant. This leave was introduced on a general level in NSW by the Industrial Relations Commission in the Personal/Carer's Leave Test Case that inserted a standard clause in all NSW awards. Employees can take leave to care for a person who is ill and who falls into one of the following groups:
- spouse or de facto spouse or same sex partner
 - child, including adopted, foster, ex-nuptial or step child
 - parent, including a foster parent or legal guardian
 - grandparent, grandchild or sibling
 - children, parents, grandparents, grandchildren, siblings of the employee's spouse or de facto
 - relative who is a member of their household.
- The ill person must be someone for whose care the employee is responsible.
- casual employees** Casual employees are those employees engaged to work on an hourly or daily basis for which the employee is paid an extra loading on top of the normal rate to compensate for the lack of the usual benefits such as sick leave and paid public holidays. A casual worker's employment does not carry with it the guarantee of a full week's work and is not deemed to have continuity of service with an employer. Each work period is a separate and distinct period of service.

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| community | <p>‘all the people living in a specific locality’ (<i>Australian Concise Oxford Dictionary</i>, 1992).</p> <p>‘A social group of any size whose members reside in a specific locality, share government and have a cultural and historical heritage’ (<i>Macquarie Dictionary</i>, 1990).</p> |
| ecological framework | <p>A framework that centres the individual in a series of concentric circles that include family, community and society. The model recognises the bi-directional interrelationships that the individual relies upon in their attempts to achieve wellbeing.</p> |
| enterprise agreements | <p>An enterprise agreement sets out the minimum conditions of employment of employees engaged in particular types of work, in the same way as an award. However, unlike most awards, enterprise agreements are specific to a particular enterprise or project. Enterprise agreements are negotiated voluntarily between an employer and either the employees concerned or a union on behalf of those employees (the parties).</p> |
| Equal Employment Opportunity | <p>Equal Employment Opportunity (EEO) means that everyone should have fair and equitable access to jobs, employment conditions, training and promotional opportunities. It does not assume that everyone has the same abilities but aims to ensure that everyone has a fair chance to demonstrate their abilities, to use them, improve them and benefit from them. EEO is consistent with the principle of merit. It means that the best person is chosen for the job, promotion or training opportunity and that they are selected only on criteria that are relevant.</p> |
| ethics | <p>The rules of conduct recognised in certain patterns of behaviour. The science of human duty in its widest extent, including the science of law, whether civil, political or international.</p> |
| family | <p>‘two or more people, one of whom is at least 15 years old, related by blood, marriage, adoption or fostering and usually residing in the same place’ (1991 Australian Census).</p> <p>‘a wider range of relatives by birth or by marriage (whether legal or de facto) who may live in separate households but who are linked by mutual experiences, affection, obligations and exchange’ (C Millward 1998, ‘Family Support and Exchange’, <i>Family Matters</i>, no 50, pp 19–23).</p> |
| Family Adaptation and Adjustment Response (FAAR) | <p>This model was initially developed following observations of families faced with a prolonged war-induced separation. It proposes three stages of adaptation (resistance, restructuring and adaptation) which can be applied to gain an understanding of the resilience of families as they face unpredicted (unplanned) change.</p> |

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| flexible work practices | A flexible work practice is a working arrangement that allows an employee to move from the traditional nine-to-five, five-days-a-week working pattern to a more flexible schedule where the hours and location are more suitable to fit both the employee's individual circumstances and business requirements. A number of flexible working practices can be offered to help create a balance between career and family responsibilities. Some of these include: part-time work, job sharing, working from home and agreeing to a more flexible approach to working standard hours. |
| group dynamics | Group dynamics is the study of the structure of social groups and the processes that happen in them. It includes a study of a group's size, norms, purposes, focus, structure, relationships, patterns of interaction and use of power. |
| goals | Goals are the aims or ends that individuals or groups wish to achieve. They can be classified as short term, intermediate or long term. |
| long service leave | Long service leave is an entitlement provided under the <i>Long Service Leave Act 1955</i> (NSW). Full-time, part-time and casual workers in New South Wales are entitled to be paid long service leave after working for an unbroken period of 10 years with an employer. In this Act, a worker is defined as a person who is employed, whether on salary, wages, piecework rates or who is paid wholly or partly by commission. |
| maternity leave | Maternity leave is a period of unpaid leave not longer than 52 weeks, taken during or after pregnancy. The employee is entitled to return to their previous or an equivalent position upon expiry of the leave. The general maternity leave standards were established by the Australian Industrial Commission in 1979 and then flowed on to federal awards generally. In New South Wales, maternity leave provisions were legislated in 1980. |
| needs | Needs are the necessities of life that are required for survival, physical health and mental health. |
| parental leave | Parental leave taken by an employee can be maternity leave, in connection with a pregnancy or the birth of her child; paternity leave, in connection with the birth of his spouse's child; or adoption leave, in connection with the adoption of a child under five years of age. Parental leave is unpaid leave, unless otherwise specified in an award or agreement. A male or female employee who has completed at least 12 months continuous service with an employer is entitled to parental leave. Continuous service may be on a full-time or part-time basis, but not as a casual. |
| part-time work | Part-time work involves employees working a regular number of hours each week, but less than the full ordinary working hours for a week prescribed by an award. A part-time employee generally receives all, or most, of the benefits of a full-time employee but on a proportional basis. |

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| paternity leave | Paternity leave is a period of leave that is granted to a male parent for a fixed amount of time upon the birth of a partner's child. |
| resources | Resources are what are available to individuals, families and groups to achieve goals. They can be classified in different ways. |
| socialisation | Socialisation is a developmental process by which individuals learn and become aware of the patterns of behaviour expected as a member of society. Through the process, individuals become familiar with the norms and values of the society in which they live. |
| social group | Social groups are organised and their members share common goals. They have distinctive patterns of interaction that involve interpersonal communication. |
| sociocultural | Sociocultural involves a combination of both social and cultural factors. |
| sociogram | Sociogram is a chart that represents personal interrelationships within a group. |
| standards | Standards are measures of goal achievement, with regard to either quantity, quality or method. |
| telecommuting | Telecommuting is an off-site work arrangement that permits employees to work in or near their homes for all or part of the work week. Thus they 'commute' to work by telephone and other telecommunications equipment rather than by car or transit. Flexible work practice principles and information technology advances mean that telecommuting has become an increasingly popular work practice. |
| technology | Technology is the know how and creative process that may assist people to utilise tools, resources and systems to solve problems and to enhance control over the natural and made environment in an endeavour to improve the human condition. |
| values | Values are ideals about which individuals or groups feel strongly; concepts of what is considered desirable. Values give meaning to life as they are what are considered important in life. |
| wants | Wants are preferences or desires that individuals or groups would like to have but are not necessary for survival or to maintain good health. |