Community and Family Studies
Life Skills

Stage 6
Syllabus
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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 Life Skills courses in the Stage 6 curriculum

The Government’s White Paper for the Higher School Certificate, *Securing Their Future*, included a commitment to extend the curriculum and reporting arrangements that were established for the School Certificate to HSC students with special education needs. This was in recognition of the principle that the post-compulsory years of schooling should cater for all students who choose to participate.

Stage 6 Life Skills courses were developed for the small percentage of students with special education needs for whom the regular outcomes and content of Board Developed and/or Board Endorsed courses are not appropriate. Each course stresses the application of knowledge and understanding, skills, values and attitudes to a range of environments that will be accessed by students.

The Board has developed Stage 6 Life Skills syllabuses in each broad area of learning. The Stage 6 Life Skills courses included in each syllabus have Board Developed status and comprise a 2-unit (120 hours) Preliminary course and a 2-unit (120 hours) HSC course.
3 Continuum of learning for Stage 6 Community and Family Studies Life Skills students

Prior-to-school learning
Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The Early Years Learning Framework for Australia describes a range of opportunities for students to develop a foundation for future success in learning.

Early Stage 1 – Stage 3
PDHPE K–6

Stages 4 and 5
Years 7–10 (including Life Skills outcomes and content)

PDHPE Years 7–10
Child Studies Years 7–10
Physical Activity and Sports Studies Years 7–10

Stage 6
PDHPE Community & Family Studies Exploring Early Childhood Sport, Lifestyle and Recreation
PDHPE Life Skills Community & Family Studies Life Skills

Community, other education and learning, and workplace
4 Aim

The aim of the *Stage 6 Community and Family Studies Life Skills Syllabus* is to develop the knowledge, understanding, skills and values students need to contribute effectively to groups, families and communities and to support their own and others’ wellbeing.

5 Objectives

In the *Stage 6 Community and Family Studies Life Skills Syllabus*, students will:

- develop knowledge and understanding of the needs of individuals and the skills to effectively maintain wellbeing
- develop knowledge, understanding and appreciation of families
- develop knowledge and understanding of the nature of groups and the skills to enhance effective participation in groups
- develop knowledge, understanding and appreciation of issues and challenges for specific groups in society
- develop knowledge, understanding and skills in relation to roles and responsibilities of adulthood
- develop knowledge, understanding and skills to be able to participate as a productive member of the community
- develop knowledge, understanding and skills in the research process
6 Course structure

The Stage 6 Community and Family Studies Life Skills course has six modules which focus on generalising knowledge, understanding, skills, values and attitudes across a range of post-school environments. The structure of each Stage 6 Life Skills course is designed to provide a broad and balanced approach to meet individual student needs within the context of the collaborative curriculum planning process.

The Stage 6 Community and Family Studies Life Skills course has an indicative time allocation of 120 hours in each of the Preliminary and HSC courses. The choice of modules, outcomes and content within each course, and the time spent on the content, should reflect the needs of individual students.

Generally, the outcomes contained in the Stage 6 Community and Family Studies Life Skills course progress in degree of difficulty. The outcomes, however, are not based on a developmental hierarchy. Therefore students are not required to satisfy previous outcomes before engaging with particular outcomes and content later in each module.

The content points listed with each outcome form the basis of the learning opportunities for students. Teachers may choose the most relevant aspects of the content to meet the particular needs of individual students. Students will not be required to complete all of the content to demonstrate achievement of an outcome. Any examples provided with the content points are suggested strategies only. Teachers may use the examples provided or develop other examples to meet the particular needs of individual students.

<table>
<thead>
<tr>
<th>Module</th>
<th>Module description</th>
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</thead>
<tbody>
<tr>
<td>Wellbeing of individuals</td>
<td>This module provides opportunities for students to develop an understanding of how to manage their physical, emotional, social, cultural, spiritual and economic wellbeing. Students explore the nature of needs and wants and the relationship between these and our wellbeing. Through these experiences, students gain skills in setting goals and maintaining positive relationships in order to foster their own wellbeing.</td>
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<tr>
<td>Families</td>
<td>This module provides opportunities for students to explore the nature of families and the contributions of families to an individual’s wellbeing. Students recognise and value differences in family structures and roles of family members as well as identify ways in which families can be supported by the community.</td>
</tr>
<tr>
<td>Participating in groups</td>
<td>This module provides opportunities for students to develop knowledge and understanding of the role of groups in society. They explore what it means to be part of a group and consider their own experiences of group membership. Students develop personal skills as well as skills in information and communication technology to allow them to participate effectively as a member of a group.</td>
</tr>
<tr>
<td>Specific groups in society</td>
<td>This module provides opportunities for students to further develop their understanding of groups by exploring specific groups in our society. Students recognise the characteristics of these groups and what makes them unique. Opportunities are provided for students to investigate one or more specific groups including the characteristics, needs and challenges of the group(s).</td>
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### Module Description Table

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Transition to adulthood</td>
<td>This module provides opportunities for students to recognise key transitional stages in our lives. They develop an understanding of the rights and responsibilities of being an adult. Students develop skills in relation to transitioning to adulthood, in particular independent living, decision making, and building support networks.</td>
</tr>
<tr>
<td>Participating in work and community environments</td>
<td>This module provides opportunities for students to develop an understanding of productive participation in work and community environments. Students develop knowledge and understanding of the role that work can play for them and their community and explore how technology impacts on participation in work and community environments. Students recognise that being productive in the community can go beyond the workplace and develop an appreciation of the benefits of productive participation for themselves and their community.</td>
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</table>
## 7 Objectives and outcomes

<table>
<thead>
<tr>
<th>Objective</th>
<th>A student:</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> develop knowledge and understanding of the needs of individuals and the skills to effectively maintain wellbeing</td>
<td>1.1 identifies factors that affect wellbeing 1.2 investigates ways to improve wellbeing 1.3 demonstrates an awareness of how to support their needs and wants as well as those of others 1.4 explores the nature of goals and develops skills in effective goal setting 1.5 demonstrates an understanding of the role of relationships and the strategies to maintain positive relationships</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> develop knowledge, understanding and appreciation of families</td>
<td>2.1 identifies the structures and functions of families 2.2 explores the roles and responsibilities of family members 2.3 demonstrates an understanding of the nature of parenting and caring 2.4 appreciates the significance of parents and carers in the community and the ways in which they can be supported</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> develop knowledge and understanding of the nature of groups and the skills to enhance effective participation in groups</td>
<td>3.1 recognises types of groups and their functions 3.2 explores the roles of group members and their interrelationships 3.3 demonstrates knowledge, understanding and skills in managing relationships within groups 3.4 demonstrates skills to effectively communicate as a group member</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> develop knowledge, understanding and appreciation of issues and challenges for specific groups in society</td>
<td>4.1 recognises specific groups in society 4.2 explores the characteristics and needs of one or more specific groups 4.3 investigates the issues and challenges facing one or more specific groups and the ways they are supported by society</td>
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<tr>
<td><strong>5.</strong> develop knowledge, understanding and skills in relation to roles and responsibilities of adulthood</td>
<td>5.1 identifies key transitional stages in life 5.2 explores the rights and responsibilities of being an adult 5.3 develops skills needed for independent living 5.4 develops knowledge, understanding and skills in decision making 5.5 demonstrates an appreciation of the significance of support networks in adulthood</td>
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<tr>
<td><strong>6.</strong> develop knowledge, understanding and skills to be able to participate as a productive member of the community</td>
<td>6.1 recognises the nature and value of work 6.2 explores the interrelationship between individuals and the workplace 6.3 investigates the impact of technology on our work and community environments 6.4 develops knowledge, understanding and skills in being a productive member of the community</td>
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</tr>
<tr>
<td><strong>7.</strong> develop knowledge, understanding and skills in the research process</td>
<td>7.1 uses a variety of strategies to gather, select and communicate information related to an area of interest</td>
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</tbody>
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8 Modules

Module 1: Wellbeing of individuals

Module description
This module provides opportunities for students to develop an understanding of how to manage their physical, emotional, social/cultural, spiritual and economic wellbeing. Students explore the nature of needs and wants and the relationship between these and our wellbeing. Through these experiences, students gain skills in setting goals and maintaining positive relationships in order to foster their own wellbeing.

Objective 1
Students will develop knowledge and understanding of the needs of individuals and the skills to effectively maintain wellbeing.

Objective 7
Students will develop knowledge, understanding and skills in the research process.

Outcomes
1.1 identifies factors that affect wellbeing
1.2 investigates ways to improve wellbeing
1.3 demonstrates an awareness of how to support their needs and wants as well as those of others
1.4 explores the nature of goals and develops skills in effective goal setting
1.5 demonstrates an understanding of the role of relationships and the strategies to maintain positive relationships
7.1 uses a variety of strategies to gather, select and communicate information related to an area of interest
Outcome 1.1 identifies factors that affect wellbeing

Content

Students:

• recognise factors affecting wellbeing:
  – physical
  – emotional
  – social
  – cultural
  – spiritual
  – economic

• explore physical factors that affect wellbeing, such as:
  – nutrition
  – physical activity
  – physical and personal safety
  – personal hygiene

• explore emotional factors that affect wellbeing, such as:
  – positive sense of self
  – sense of belonging
  – feeling safe
  – support networks
  – developing independence

• explore social factors that affect wellbeing, such as:
  – leisure and recreational activities
  – friendships and relationships

• explore cultural factors that affect wellbeing, such as:
  – customs and traditions
  – heritage
  – language

• explore spiritual factors that affect wellbeing, such as:
  – beliefs and values
  – morality

• explore economic factors that affect wellbeing, such as:
  – opportunities for employment or community participation
  – work satisfaction
  – access to income and/or financial supports

• appreciate the interrelationship between factors that affect wellbeing, eg eating a well-balanced diet keeps us healthy and also helps create a positive sense of self
Outcome 1.2 investigates ways to improve wellbeing

Content

Students:
• recognise some strategies to improve wellbeing, such as:
  – accessing resources, eg health services, financial support
  – education and training
  – developing and maintaining positive relationships
  – developing interpersonal skills
  – maintaining a balanced lifestyle
  – belonging to a group/community, eg church or cultural group

• explore a range of resources in the local community that can be utilised to improve wellbeing, such as:
  – sporting facilities and gymnasiums
  – nutritionists
  – health products, eg dietary supplements, exercise equipment
  – medical services
  – mental health services
  – youth services/groups
  – religious/spiritual groups
  – cultural groups and support networks
  – leisure and recreation activities
  – employment or community participation programs

• participate in ways to improve their wellbeing

• identify ways to access information in relation to improving wellbeing, such as:
  – educational courses, eg school, TAFE, community college, online courses
  – using the internet, eg websites
  – media, eg advertising, television shows
  – health services, eg health professionals, Kids Helpline

• investigate a range of information in relation to improving wellbeing, eg nutrition, fitness, mental health, balanced lifestyle, belief systems

• evaluate a range of sources of information, including information and communication technology (ICT), by considering features such as:
  – accuracy of information
  – amount of information provided
  – fact versus opinion
  – relevance of information
  – authorship
  – secondary source validation
• describe factors that influence the availability of and access to resources and information, such as:
  – age
  – disability
  – geographic location
  – culture
  – financial circumstances
  – access to ICT software and hardware
  – access to ICT skills and knowledge
Outcome 1.3 demonstrates an awareness of how to support their needs and wants as well as those of others.

Content

Students:
• recognise essential things that people need to survive, such as:
  – food
  – water
  – shelter
  – clothing

• identify needs that contribute to wellbeing, such as:
  – physical: safety, being in a healthy weight range, physical activity
  – emotional: safety, love and belonging
  – social: family, friendships
  – cultural: sharing customs and traditions
  – spiritual: beliefs and values
  – economic: income, contributing to the community

• recognise a variety of things people want, such as:
  – material possessions
  – money to purchase goods and services

• develop an understanding of the difference between a need and a want

• explore ways to satisfy needs and wants

• recognise that needs and wants may differ for individuals

• investigate why people’s needs and wants may not be met, eg money, living conditions, relationships, lack of support, access to resources, competing needs and wants of others

• develop skills of decision making in order to meet personal needs and wants
  – prioritising own needs and wants
  – recognising others’ needs and wants, eg family members, class members
  – negotiating with others to satisfy needs and wants

• explore how people’s needs and wants may or may not be supported by the community

• participate in ways to support the needs of others, eg community service
Outcome 1.4 explores the nature of goals and develops skills in effective goal setting

**Content**

Students:

- recognise goals

- identify why goals are important for their wellbeing

- identify types of goals, such as:
  - short-term goals
  - long-term goals
  - individual goals
  - group goals
  - community goals

- develop skills in effective goal setting, such as:
  - identifying what they want to achieve and why
  - accessing support to set and achieve their goals
  - selecting goals that are realistic and achievable
  - setting a time frame
  - reflecting on their progress

- engage in individual or group goal setting
Outcome 1.5 demonstrates an understanding of the role of relationships and the strategies to maintain positive relationships

Content

Students:
• recognise some personal relationships in their lives

• identify types of relationships, such as:
  – family
  – friendships
  – intimate relationships
  – acquaintances

• identify why relationships are important to wellbeing

• appreciate the need to maintain positive relationships to enhance wellbeing

• investigate factors that have an impact on maintaining positive relationships, such as:
  – cooperation
  – trust
  – respect
  – loyalty

• develop skills of effective communication, such as:
  – awareness and use of non-verbal communication
  – turn-taking skills
  – communicating clearly
  – listening and responding to others
  – demonstrating empathy
  – using appropriate levels of communication, eg small talk, sharing personal information
  – choosing the right medium for communication to suit audience, purpose and context
  – using information and communication technology appropriately, eg using or setting up an email, blog or social media account

• engage in strategies to positively maintain a personal relationship in their life, such as:
  – conflict resolution
  – negotiation
  – expressing views and opinions appropriately
  – responding to the needs of others
Outcome 7.1 uses a variety of strategies to gather, select and communicate information related to an area of interest

Content

Students:
• explore the use of information and communication technology (ICT) in the research process:
  – validity and accuracy of information presented on the internet
  – fact versus opinion
  – accessing ICT to conduct primary research, eg email, SMS, social media, online survey tools
  – accessing ICT to conduct secondary research, eg multimedia, spreadsheets and charts, websites
  – using ICT tools to communicate and present information

• investigate an area of interest related to personal wellbeing, such as by:
  – planning for research
    - identifying a question, problem or topic
    - identifying what information is required to address the question, problem or topic
    - identifying a variety of information/data sources, eg primary sources: survey, interview, questionnaire, first-hand observation; secondary sources: case studies, multimedia, print and online information
    - making and/or following a plan to carry out the research
  – conducting research
    - collecting data/information
    - organising and interpreting the data
  – interpreting research
    - communicating the research findings
Module 2: Families

Module description
This module provides opportunities for students to explore the nature of families and the contributions of families to an individual’s wellbeing. Students recognise and value differences in family structures and roles of family members as well as identify ways in which families can be supported by the community.

Objective 2
Students will develop knowledge, understanding and appreciation of families.

Objective 7
Students will develop knowledge, understanding and skills in the research process.

Outcomes
2.1 identifies the structures and functions of families
2.2 explores the roles and responsibilities of family members
2.3 demonstrates an understanding of the nature of parenting and caring
2.4 appreciates the significance of parents and carers in the community and the ways in which they can be supported
7.1 uses a variety of strategies to gather, select and communicate information related to an area of interest
Outcome 2.1 identifies the structures and functions of families

Content

Students:

• identify their personal family structure

• recognise that people have different family structures

• explore different family structures that people may have, eg sole parent, blended, extended, same sex couples, nuclear, foster, cultural adoption, kinship

• develop an understanding of the functions of families, such as:
  – providing food and shelter
  – providing financial support
  – providing emotional support, eg love, affection, belonging
  – teaching appropriate social behaviours
  – passing on values and beliefs, eg cultural identity, morals, spirituality

• recognise how families meet the needs of individuals

• appreciate that all family structures have the potential to support and care for their members

• recognise ways in which families can contribute to the local community, such as:
  – assisting neighbours
  – street parties
  – donating to or assisting a local charity
  – participating in a local community/church group
  – contributing to community events
Outcome 2.2 explores the roles and responsibilities of family members

Content

Students:
• recognise family members, such as:
  – parent/carer
  – siblings
  – children
  – grandparent, aunt/uncle, cousins

• identify specific tasks family members perform in their own families, such as:
  – cooking meals
  – cleaning
  – helping with homework
  – babysitting younger family members
  – caring for older family members
  – caring for Elders
  – caretaking Country

• compare specific tasks family members perform in different families, eg families of class members

• recognise role expectations within families, such as:
  – parents/carers care for children
  – older siblings care for younger siblings
  – children care for elderly family members
  – adults set household rules
  – children follow household rules
  – Elders teach protocols

• explore role expectations of siblings and the factors that impact on these, eg caring for a sibling with a disability

• explore how some role expectations have changed over time, eg changing roles of fathers and mothers

• investigate the impact of changing technology on how families function, such as:
  – increased efficiency in completing household duties, eg using appliances to reduce cooking time, convenience foods, online grocery shopping
  – ease of communication, eg using online communication tools such as Skype and web conferencing
  – interpersonal relationships, eg less face-to-face interactions, interruptions to family time, less opportunities to develop interpersonal skills
  – leisure and entertainment pursuits, eg interactive electronic games
  – availability of people at any time
  – availability of media at all times and in all locations
Outcome 2.3 demonstrates an understanding of the nature of parenting and caring

Content

Students:
• recognise the role of a parent/carer

• recognise other people who may take on a primary carer role, eg grandparent, aunty

• identify different types of parents and carers, such as:
  – biological parents
  – step-parents
  – adoptive parents
  – surrogate parents
  – foster carers
  – culturally specific carers, eg ‘Aunties’, ‘Uncles’

• recognise that conception can be planned or unplanned

• recognise when reproductive technology might be used

• identify the roles and responsibilities of a parent/carer to support the wellbeing of children, such as:
  – providing for basic needs
  – safety and protection
  – emotional support
  – education
  – financial support

• identify some decisions parents/carers make for families, such as:
  – schooling
  – religion/spirituality
  – rules, discipline and protocols
  – residence
  – health care

• identify some factors that influence how parents/carers provide for the needs of their children, such as:
  – financial circumstances
  – education
  – own upbringing
  – religion/spirituality
  – culture, customs and tradition
  – community attitudes
  – physical wellbeing
  – media stereotypes

• demonstrate an understanding that parent/carer expectations and practices vary between families
• explore how becoming a parent/carer involves changes in lifestyle

• explore the challenges of parenting/caring, such as:
  – responsibilities
  – managing competing priorities
  – providing financial support

• demonstrate an awareness of planning for parenthood, such as:
  – health and nutrition
  – information
  – physical environment
  – emotional readiness
  – financial stability
  – beliefs and values
  – support networks and services

• recognise some caring roles outside the family unit, such as:
  – volunteer carers
  – paid carers

• compare roles of carers within the family unit with those outside the family unit, eg comparing the roles of parents and respite carers for an individual

• appreciate the importance of parents/carers to their wellbeing
**Outcome 2.4** appreciates the significance of parents and carers in the community and the ways in which they can be supported

**Content**

Students:
- recognise ways in which parents/carers can be supported, such as:
  - support from relatives, friends, neighbours
  - education
  - parents’/carers’ groups
  - financial support
  - health services
- recognise the different support needs of a range of parents/carers, such as:
  - first-time parents/carers
  - young parents/carers
  - working parents/carers
- investigate one or more support services for parents/carers, including how these can be accessed, such as:
  - government agencies, eg Family and Community Services
  - health services, eg family care centres, Parent Help Line
  - community services, eg Centrelink
  - associations and support groups, eg Carers NSW
  - parenting groups
  - childcare services
  - financial support
- identify the contributions parents/carers make to the community, such as:
  - contributing to the school community, eg parent committees
  - contributing to the local community, eg through sporting clubs
**Outcome 7.1** uses a variety of strategies to gather, select and communicate information related to an area of interest

**Content**

Students:

- explore the use of information and communication technology (ICT) in the research process:
  - validity and accuracy of information presented on the internet
  - fact versus opinion
  - accessing ICT to conduct primary research, eg email, SMS, social media, online survey tools
  - accessing ICT to conduct secondary research, eg multimedia, spreadsheets and charts, websites
  - using ICT tools to communicate and present information

- investigate an area of interest related to families, such as by:
  - planning for research
    - identifying a question, problem or topic
    - identifying what information is required to address the question, problem or topic
    - identifying a variety of information/data sources, eg primary sources: survey, interview, questionnaire, first-hand observation; secondary sources: case studies, multimedia, print and online information
    - making and/or following a plan to carry out the research
  - conducting research
    - collecting data/information
    - organising and interpreting the data
  - interpreting research
    - communicating the research findings
Module 3: Participating in groups

Module description
This module provides opportunities for students to develop knowledge and understanding of the role of groups in society. They explore what it means to be part of a group and consider their own experiences of group membership. Students develop personal skills as well as skills in information and communication technology to allow them to participate effectively as a member of a group.

Objective 3
Students will develop knowledge and understanding of the nature of groups and the skills to enhance effective participation in groups.

Objective 7
Students will develop knowledge, understanding and skills in the research process.

Outcomes
3.1 recognises types of groups and their functions
3.2 explores the roles of group members and their interrelationships
3.3 demonstrates knowledge, understanding and skills in managing relationships within groups
3.4 demonstrates skills to effectively communicate as a group member
7.1 uses a variety of strategies to gather, select and communicate information related to an area of interest
Outcome 3.1 recognises types of groups and their functions

Content

Students:
• identify types of groups they belong to, such as:
  – family (immediate and extended)
  – friendships
  – sporting teams
  – peer groups
  – youth groups
  – class groups
  – work teams
  – cultural/religious groups
  – special interest groups

• recognise why we become part of a group
  – common interests
  – shared goals
  – specific needs
  – shared resources
  – security
  – social interaction
  – locality/geography

• identify types of groups that may exist in our community, such as:
  – extra-curricular groups
  – cultural groups
  – religious groups
  – community service groups
  – work teams
  – support groups

• identify a group they belong to and describe how the group meets their personal needs, such as:
  – a friendship group helps develop a sense of belonging
  – a family group provides emotional support, eg love, affection, belonging
  – a sporting group provides social and physical opportunities
  – a cultural/religious group fosters values and beliefs, eg cultural identity, morals and spirituality
  – a work group fosters understanding of shared responsibility and team work

• identify the ways in which a group provides for an individual’s wellbeing, such as:
  – emotional, eg love and affection
  – physical, eg physical activity/fitness
  – social, eg form new friendships
  – cultural, eg foster cultural heritage
  – spiritual, eg values and beliefs
  – economic, eg source of income
• recognise ways in which groups contribute to the local community, such as:
  – helping the school/local community
  – promoting sporting interests
  – assisting people in need
  – contributing to cultural/community identity
  – supporting charities
Outcome 3.2 explores the roles of group members and their interrelationships

Content

Students:

• identify some roles that may exist in a group, such as:
  – school/class captain
  – captain of a team
  – secretary
  – team member
  – manager
  – leader

• perform a role within a group, eg take on the role of the reporter in a class group task

• recognise the significance of having a variety of roles within groups

• explore the importance of having a leader of a group, eg to provide direction and support, to set an example for others

• recognise the importance of having positive relationships with other group members

• describe qualities of effective groups, such as:
  – cooperation
  – working together
  – having a shared goal
  – fulfilling a role
  – communication
  – clearly identified rules/expectations for group members
  – following group rules/expectations

• suggest what might happen if group members do not work together successfully, such as:
  – conflict
  – breakdown of relationships
  – feelings of frustration, anger, unhappiness
  – goals are not met
  – group disbands
**Outcome 3.3** demonstrates knowledge, understanding and skills in managing relationships within groups

**Content**

Students:
- demonstrate an awareness that people are different, eg personalities, beliefs

- recognise that people can have and communicate different opinions, points of view and perspectives

- demonstrate respect for the opinions, views and perspectives of others, such as by:
  - actively listening to others
  - responding respectfully/appropriately to others
  - allowing others to communicate
  - using appropriate body language
  - showing patience/kindness towards others
  - including others
  - respecting the personal boundaries of others

- identify how conflict can occur within groups, such as:
  - not accepting different ideas/opinions
  - not sharing the same goal
  - not being respectful of other group members
  - treating other group members poorly
  - not following group rules/expectations
  - ineffective communication
  - incompatible goals

- identify ways to manage and resolve conflict in a group, such as:
  - controlling emotions
  - listening to others
  - negotiating
  - compromising

- demonstrate skills of negotiation in group situations, such as:
  - cooperation
  - listening to others
  - mediating
  - coming to a resolution

- develop strategies to manage stress in relation to group conflict, such as:
  - team-building activities
  - having time out
  - engaging in social activities as a group
  - expressing feelings appropriately
  - relaxation exercises
  - reviewing/revising goals, rules or expectations
  - delegating and sharing group tasks
Outcome 3.4 demonstrates skills to effectively communicate as a group member

Content

Students:
• recognise types of communication:
  – verbal
  – non-verbal
  – written
  – visual/symbolic

• identify purposes for communication in a group, such as to:
  – give and receive information
  – discuss and share ideas
  – make decisions
  – negotiate
  – resolve conflict

• identify the variety of ways in which group members can communicate, such as:
  – through body language, eg making eye contact with a person during conversation
  – verbally, eg group discussions, conversations
  – using print mediums, eg writing letters, publishing a handbook of rules for members
  – using information and communication technology, eg emailing information to group members, posting meeting dates and times on social media sites and group calendars, posting opinions on a class blog or forum

• recognise the importance of effective communication for group relationships

• develop skills in effective communication within a group, such as:
  – active listening
  – turn-taking and other social cues
  – using appropriate body language
  – using inclusive and respectful language
  – responding in a timely manner
  – demonstrating empathy
  – using an appropriate level of communication, eg changing the language used when communicating with an employer/supervisor compared to a work colleague

• demonstrate an understanding of the appropriate use of social media to communicate with others, such as:
  – using appropriate language
  – using social media slang/abbreviations appropriately
  – demonstrating respect for others, eg using positive language, refraining from public criticism
  – using an appropriate level of communication, eg not sharing personal information, using safe language
  – recognising when it is not appropriate to communicate using social media, eg during a conflict with a friend
  – knowing who can access their social media posts and how to manage privacy settings
  – using social media at appropriate times, eg during personal time and not at work
• select and use the most effective means of communication with group members, eg organise a meeting to discuss an issue, send a group email rather than making individual phone calls
**Outcome 7.1** uses a variety of strategies to gather, select and communicate information related to an area of interest

**Content**

Students:

- explore the use of information and communication technology (ICT) in the research process:
  - validity and accuracy of information presented on the internet
  - fact versus opinion
  - accessing ICT to conduct primary research, eg email, SMS, social media, online survey tools
  - accessing ICT to conduct secondary research, eg multimedia, spreadsheets and charts, websites
  - using ICT tools to communicate and present information

- investigate an area of interest related to groups, such as by:
  - planning for research
    - identifying a question, problem or topic
    - identifying what information is required to address the question, problem or topic
    - identifying a variety of information/data sources, eg primary sources: survey, interview, questionnaire, first-hand observation; secondary sources: case studies, multimedia, print and online information
    - making and/or following a plan to carry out the research
  - conducting research
    - collecting data/information
    - organising and interpreting the data
  - interpreting research
    - communicating the research findings
Module 4: Specific groups in society

Module description
This module provides opportunities for students to further develop their understanding of groups by exploring specific groups in our society. Students recognise the characteristics of these groups and what makes them unique. Opportunities are provided for students to investigate one or more specific groups, including the characteristics, needs and challenges of the group(s).

Objective 4
Students will develop knowledge, understanding and appreciation of issues and challenges for specific groups in society.

Objective 7
Students will develop knowledge, understanding and skills in the research process.

Outcomes
4.1 recognises specific groups in society
4.2 explores the characteristics and needs of one or more specific groups
4.3 investigates the issues and challenges facing one or more specific groups and the ways they are supported by society
7.1 uses a variety of strategies to gather, select and communicate information related to an area of interest
Outcome 4.1 recognises specific groups in society

Content

Students:
• recognise what people who are part of a group can have in common, such as:
  – beliefs/values, eg cultural and religious
  – age
  – gender
  – geographical location
  – living arrangements
  – family structures
  – abilities/talents
  – health status
  – financial circumstances

• recognise that there are groups in society who are unique and have specific needs, such as:
  – people with disabilities
  – homeless
  – aged
  – Culturally and Linguistically Diverse communities
  – Aboriginal and Torres Strait Islander peoples
  – rural and remote families
  – people who belong to the Gay, Lesbian, Bisexual, Transgender, Intersex community
  – sole parents
  – youth

• identify some specific needs of these groups, eg people who are homeless need financial support, aged people need specialised health care

• explore ways in which local communities can support groups with specific needs, eg community support services, government agencies

• demonstrate an understanding that not all groups with specific needs have the same access to resources, such as:
  – young people might not have the same access to employment as older people
  – people with disabilities might not have the same access to transport as other people
  – sole parents might not have the same support networks as couples

• recognise that some individuals can belong to more than one specific group, eg there are many young people who are also homeless
Outcome 4.2 explores the characteristics and needs of one or more specific groups

Content

Students:
• recognise that different groups in society have different needs, such as:
  – a young person needs education
  – a person from a cultural group may need language assistance
  – a person with a disability may need specialised support and equipment

• explore one or more groups with specific needs in society to:
  – identify the characteristics of the group
  – recognise how these needs make them different from other groups

• investigate some specific needs of one or more groups in society, such as:
  – access to services, eg people with disabilities may require services to assist with independent living
  – education, eg opportunities for young people to attend courses such as at school/TAFE
  – employment opportunities, eg sole parents may need employment in flexible working environments
  – financial support, eg young people may need to access Youth Allowance
  – health, eg aged people need specific health services
  – housing, eg homeless people need access to housing
  – security and safety, eg people with disabilities may have specific needs in relation to physical, emotional or financial security
  – sense of identity, eg Aboriginal and Torres Strait Islander peoples have beliefs and values that affect their sense of identity

• explore the positive contributions of one or more specific groups, such as:
  – young people may donate blood to the Red Cross Foundation
  – aged people may volunteer their time for charity work
  – cultural groups may share aspects of their culture through community celebrations and activities
**Outcome 4.3** investigates the issues and challenges facing one or more specific groups and the ways they are supported by society

**Content**

Students:

- identify some issues/challenges encountered by one or more specific groups, such as:
  - access to services, eg aged people may not be able to afford some health care services
  - discrimination, eg disabled people may experience discrimination in the workplace
  - stereotypes, eg the belief that all young people are rude and disrespectful
  - harassment, eg culturally and linguistically diverse people may experience harassment due to their language differences

- recognise rights members of one or more specific groups have, such as the right to be:
  - treated fairly
  - listened to
  - valued as a member of the group
  - treated equally
  - respected

- explore the ways one or more specific groups are supported by society to meet their needs, such as:
  - community support services, eg charity organisations provide practical resources for homeless people
  - financial support, eg young people are eligible for concession cards which allow them cheaper travel on public transport
  - legislation, eg people with disabilities are protected by laws governing discrimination

- engage in practices that demonstrate respect for specific groups in our community, such as:
  - offer a seat on a bus or train to an elderly person
  - open the door for a person in a wheelchair
  - donate/volunteer time to organisations that assist people who are homeless
Outcome 7.1 uses a variety of strategies to gather, select and communicate information related to an area of interest

Content

Students:

• explore the use of information and communication technology (ICT) in the research process:
  – validity and accuracy of information presented on the internet
  – fact versus opinion
  – accessing ICT to conduct primary research, eg email, SMS, social media, online survey tools
  – accessing ICT to conduct secondary research, eg multimedia, spreadsheets and charts, websites
  – using ICT tools to communicate and present information

• investigate an area of interest related to specific groups, such as by:
  – planning for research
    - identifying a question, problem or topic
    - identifying what information is required to address the question, problem or topic
    - identifying a variety of information/data sources, eg primary sources: survey, interview, questionnaire, first-hand observation; secondary sources: case studies, multimedia, print and online information
    - making and/or following a plan to carry out the research
  – conducting research
    - collecting data/information
    - organising and interpreting the data
  – interpreting research
    - communicating the research findings
Module 5: Transition to adulthood

Module description
This module provides opportunities for students to recognise key transitional stages in our lives. They develop an understanding of the rights and responsibilities of being an adult. Students develop skills in relation to transitioning to adulthood, in particular independent living, decision making and building support networks.

Objective 5
Students will develop knowledge, understanding and skills in relation to roles and responsibilities of adulthood.

Objective 7
Students will develop knowledge, understanding and skills in the research process.

Outcomes
5.1 identifies key transitional stages in life
5.2 explores the rights and responsibilities of being an adult
5.3 develops skills needed for independent living
5.4 develops knowledge, understanding and skills in decision making
5.5 demonstrates an appreciation of the significance of support networks in adulthood
7.1 uses a variety of strategies to gather, select and communicate information related to an area of interest
Outcome 5.1 identifies key transitional stages in life

Content

Students:
• identify stages of life span
  – infancy
  – childhood
  – adolescence
  – adulthood
  – the aged

• demonstrate an understanding of the sequence of stages of life span

• identify characteristics of each stage of life span
  – infancy, eg dependent on parent/carer for everything
  – childhood, eg learning greater variety of movement and language
  – adolescence, eg moving through puberty, going to high school
  – adulthood, eg increased personal independence and responsibility, fully grown
  – the aged, eg possibility of declining health and mobility, retirement from the workforce

• recognise that moving through stages involves change to achieve increasing independence, such as:
  – developing language skills
  – developing independent movement
  – physical and emotional changes, eg puberty
  – forming more complex relationships
  – increasing responsibilities for self and others
  – broadening networks, eg increased participation in the community
  – managing finances and employment

• predict some changes they might experience when they transition from school to post-school environments, such as:
  – more independence, eg emotional, financial
  – change in routine
  – different relationships
  – new support networks

• explore the transition between selected stages of life span to identify some positive experiences and challenges
Outcome 5.2 explores the rights and responsibilities of being an adult

Content

Students:
• recognise the characteristics that may define adulthood, such as:
  – cessation of rapid growth and change
  – reaching the legal age of adulthood
  – increasing maturity in behaviour and attitudes
  – increasing independence

• identify the rights people gain as they transition into adulthood, such as the right to:
  – live an independent life
  – vote and have a say in government and community
  – drink, smoke, give or withhold consent to sex, drive (at certain ages)
  – purchase and own property

• identify the ways rights are regulated, such as:
  – licensing drivers
  – school attendance
  – access to tobacco and alcohol
  – gambling regulations
  – the right to vote, eg the compulsory voting age, enrolling to vote, casting votes
  – legal age for sexual relationships and marriage
  – obtaining a passport
  – financial regulations, eg obtaining and paying for credit
  – health services, eg government health care services, private health insurance
  – workplace participation and protections

• explore responsibilities people may have as an adult, such as to:
  – gain employment if possible
  – manage their own finances
  – play a greater role in community life
  – behave appropriately in various social situations
  – develop a set of morals and values and live according to them
  – accept responsibility (morally and legally) for our actions
  – develop an understanding of some issues in the community or wider society

• explore responsibilities in personal relationships, such as to:
  – recognise and acknowledge the rights and needs of others, eg make decisions jointly
  – engage in appropriate levels of physical contact
  – consider the personal and physical safety of themselves and others
  – respect the values of their partner, eg religious beliefs, sexual or physical contact
  – consider the outcomes of sexual relationships

• identify some challenges faced by adults, such as:
  – achieving personal or financial independence
  – gaining and keeping employment or community participation
  – finding suitable accommodation
  – maintaining a balance between work, personal life, and family needs and wants
  – successfully advocating for themselves or their family members
Outcome 5.3 develops skills needed for independent living

Content

Students:
• recognise what it means to be independent

• identify some skills that can assist a person to live independently, such as an ability to:
  – communicate personal information accurately, eg home address
  – manage personal hygiene and health care, eg showering daily
  – manage basic domestic tasks, eg using a washing machine, cooking
  – manage personal schedules, eg use a diary or calendar to plan and manage personal time
  – manage finances, eg opening and operating a bank account, budgeting
  – access goods and services
  – access transport, eg reading timetables
  – access available community support services, eg Centrelink
  – advocate for themselves
  – live safely, eg safe use of substances
  – use technological devices, tools and equipment

• develop skills in using information and communication technology effectively to increase independence, including:
  – mobile devices, eg texting and calling, using calendars and reminders
  – online communication, eg email, Skype, messaging
  – social media

• develop an awareness of available supports to assist them to develop skills of independent living, such as:
  – teachers can help develop functional literacy
  – family members/carers can assist with domestic or travel training
  – health care workers can provide information or training about health care procedures
  – government or aid agencies can deliver programs and provide a range of support and funding, eg Ageing, Disability and Home Care (ADHC), advocacy services

• identify a personal skill they need to develop to promote independent living

• use strategies to develop one or more identified personal skills to promote independent living
Outcome 5.4 develops knowledge, understanding and skills in decision making

Content

Students:
• recognise common decisions they make, such as:
  – what to wear or eat
  – what to do in the school holidays

• identify common decisions people make as adults, such as:
  – career
  – living arrangements
  – finances
  – relationships
  – parenting
  – travel
  – beliefs and values

• identify the significance of making decisions as an adult, such as:
  – having freedom of choice
  – increasing independence
  – following personal pathways
  – achieving short- and long-term goals
  – taking responsibility for decisions

• recognise that making decisions can involve consequences

• explore steps in the decision-making process:
  – identifying the issue or problem
  – gathering information
  – identifying the options/alternatives
  – considering each of the options/alternatives
  – choosing the most appropriate option
  – acting on/implementing the decision
  – evaluating/reviewing the outcome

• participate in the decision-making process in relation to a decision that increases their independence as a young adult
Outcome 5.5 demonstrates an appreciation of the significance of support networks in adulthood

Content

Students:
• recognise that some personal needs change in adulthood

• recognise how their emotional and social needs change in adulthood, such as:
  – developing intimate relationships
  – increasing independence from family
  – changing sense of belonging, eg not belonging to school

• explore the significance of support networks in adult life

• identify how their support networks change as adults, such as:
  – less dependence on parents/carers
  – less contact with teachers and school friends
  – changing social groups
  – new social groups, eg within the workplace

• investigate strategies to create new support networks in adulthood, such as:
  – joining groups
  – pursuing interests/hobbies
  – continuing education

• identify resources that can be accessed to create a new support network in adulthood, such as:
  – community support services
  – employment
  – interest/leisure activities and groups
  – cultural and religious groups
  – fitness/sporting clubs
  – local community events
  – post-school education courses, eg community college/TAFE
  – online forums
  – volunteer/community service
  – government or aid agencies
  – financial support

• investigate one or more resources in their local community that may assist them to develop a new support network

• explore strategies for personal safety when developing support networks, such as:
  – personal protective behaviours, eg safety when travelling alone
  – using an appropriate level of communication, eg not sharing personal information with people they have just met
  – online safety, eg selective use of social media
  – seeking advice in relation to accessing resources
**Outcome 7.1** uses a variety of strategies to gather, select and communicate information related to an area of interest

**Content**

Students:
- explore the use of information and communication technology (ICT) in the research process:
  - validity and accuracy of information presented on the internet
  - fact versus opinion
  - accessing ICT to conduct primary research, eg email, SMS, social media, online survey tools
  - accessing ICT to conduct secondary research, eg multimedia, spreadsheets and charts, websites
  - using ICT tools to communicate and present information
- investigate an area of interest related to adulthood, such as by:
  - planning for research
    - identifying a question, problem or topic
    - identifying what information is required to address the question, problem or topic
    - identifying a variety of information/data sources, eg primary sources: survey, interview, questionnaire, first-hand observation; secondary sources: case studies, multimedia, print and online information
    - making and/or following a plan to carry out the research
  - conducting research
    - collecting data/information
    - organising and interpreting the data
  - interpreting research
    - communicating the research findings
Module 6: Participating in work and community environments

Module description
This module provides opportunities for students to develop an understanding of productive participation in work and community environments. Students develop knowledge and understanding of the role that work can play for them and their community and explore how technology impacts on participation in work and community environments. Students recognise that being productive in the community can go beyond the workplace and develop an appreciation of the benefits of productive participation for themselves and their community.

Objective 6
Students will develop knowledge, understanding and skills to be able to participate as a productive member of the community.

Objective 7
Students will develop knowledge, understanding and skills in the research process.

Outcomes
6.1 recognises the nature and value of work
6.2 explores the interrelationship between individuals and the workplace
6.3 investigates the impact of technology on our work and community environments
6.4 develops knowledge, understanding and skills in being a productive member of the community
7.1 uses a variety of strategies to gather, select and communicate information related to an area of interest
Outcome 6.1 recognises the nature and value of work

Content

Students:
• recognise that work can be paid or unpaid

• participate in paid or unpaid work

• identify a range of types of work, such as
  – paid work
    - full or part time
    - permanent, casual or temporary
    - contract or seasonal
    - shift
    - self-employment
    - at a workplace or from home
    - at a workplace away from home
    - supported employment
  – unpaid work
    - volunteer work
    - work within the home or family
    - community work

• identify types of work they are engaged in or would like to be engaged in

• describe some reasons why they work or would like to work

• recognise the importance of education/training to work, such as:
  – formal education courses, eg school, TAFE
  – informal courses, eg community college
  – on-the-job training

• explore the significance of work in meeting the needs of individuals, such as:
  – financial independence
  – self-esteem and sense of identity
  – education or skill development
  – meeting career or personal goals

• appreciate the value of unpaid work in the community, such as by:
  – recognising the types of tasks that unpaid workers typically perform and considering what would happen if they were not done
  – calculating the actual cost of paying people to do these tasks
  – recognising the value to the individual of undertaking unpaid work

• explore the value of work to society, such as:
  – providing goods and services for people
  – creating social networks
  – meeting an individual’s needs
Outcome 6.2 explores the interrelationship between individuals and the workplace

Content

Students:

• recognise a range of roles in the workplace, such as:
  – employer
  – employee
  – business owner
  – partner
  – manager
  – co-worker
  – supervisor
  – human resource officer
  – union representative
  – trainer
  – volunteer

• recognise that individuals can adopt more than one role in the workplace

• identify qualities of an effective worker, such as:
  – positive attitude towards work and colleagues
  – ability to complete required tasks
  – cooperation and teamwork skills
  – communication skills
  – taking initiative
  – meeting responsibilities
  – reliability
  – willingness to undertake further training
  – problem solving
  – self-management, eg organisation, time management, personal presentation
  – knowledge, understanding and skills in using information and communication technology

• identify responsibilities of employers/supervisors/trainers, such as to:
  – provide a safe and supportive workplace
  – provide acceptable working conditions
  – pay workers as agreed
  – meet all legislative requirements regarding the workplace
  – deal effectively with conflicts and issues that may arise
  – recognise the contribution of all workers, both paid and unpaid

• compare the roles and responsibilities of employers/supervisors/trainers and workers, such as:
  – employers/supervisors/trainers have a responsibility to provide ongoing training, workers have a responsibility to participate in ongoing training
  – employers have a responsibility to pay workers, workers have a responsibility to complete work
  – employers/supervisors/trainers have a responsibility to provide a safe workplace, workers have a responsibility to identify and report hazards
• explore the qualities of an effective workplace, such as:
  – the availability of resources required for workers to carry out their work
  – access to appropriate technology for work efficiency
  – utilising people with a variety of skills and experience
  – effective communication processes
  – positive relationships between co-workers
  – strong leadership
  – variety of training opportunities

• predict what would happen if individuals in the workplace do not work effectively as a group, such as:
  – increased levels of conflict or discontent
  – decreased productivity
  – termination of contracts or employment
  – bankruptcy of business

• identify contributions they make to a workplace they are involved in, eg paid employment, volunteer/community work, work experience
**Outcome 6.3** investigates the impact of technology on our work and community environments

**Content**

Students:
- identify technology commonly used in our work and community environments, such as:
  - copiers, scanners, fax machines, computers and peripheral devices
  - the internet, including email and social media
  - mobile devices, eg smart phones, tablets
  - filing systems
- use technology in work and community environments
- recognise how technology has changed some aspects of our community, such as:
  - education and training
  - transport and travel
  - health and medicine
  - food
  - leisure and entertainment
- recognise that technology is an integral part of work and community environments
- develop skills in using technology effectively in our work and community environments, including:
  - information and communication technology skills, eg word processing, creating spreadsheets
  - communication skills, eg use of telephone, email, fax, online chat and collaboration tools
  - research skills, eg using internet search engines
  - presentation skills, eg using multimedia and online tools to create presentations, delivering presentations
- examine advantages of using information technology to productively participate in work and community environments, such as:
  - the ability to manage and organise time, eg using mobile calendars and reminders
  - the flexibility to work from a variety of locations
  - ease of communication, eg use of email, online chat, teleconferencing and videoconferencing, social media
  - the ability to do things more efficiently
  - increased productivity
  - collaboration, eg participating in online forums and groups
- explore potential issues and challenges in using information technology responsibly, such as:
  - privacy and safety
  - allowing continual contact by friends and colleagues through mobile devices
  - impact on work/life balance
  - awareness of online safety
– protecting the rights of others, eg filming and recording other people
– using information technologies for personal purposes at work, eg accessing social media from a computer at work
– security of information, eg address, financial details
– copyright

• select and use strategies that demonstrate the responsible use of information technology
• explore factors affecting access to technology, such as:
  – age
  – culture
  – education
  – financial circumstances
  – disability
  – geographical location
  – religion
**Outcome 6.4** develops knowledge, understanding and skills in being a productive member of the community

**Content**

Students:

- identify ways they currently participate in the school and/or wider community
  - sports or fitness activities
  - outings with friends
  - being part of groups, eg youth groups, community groups
  - hobbies, eg cooking, gardening, model building
  - paid or unpaid work, including volunteer work
  - education

- investigate options for ongoing participation in the community, such as:
  - work
  - volunteering in a nursing home
  - fundraising
  - joining an environment group or sporting club
  - joining a school club
  - cultural activities, celebrations and events, eg National Sorry Day
  - advocating in regard to community issues, eg signing a petition
  - enrolling in a TAFE course
  - community participation programs
  - joining a special interest course, eg community college

- recognise that individuals can participate in the community in one or more ways

- develop skills in managing participation in the community, such as:
  - time management and scheduling
  - making travel arrangements
  - making appropriate decisions in relation to taking on tasks and activities
  - meeting responsibilities, eg keeping a social engagement with a friend, turning up to work on time
  - communication, eg being assertive if asked to take on an additional task or activity
  - using information and communication technology
  - accessing support

- recognise that participating productively involves maintaining a life balance, eg balancing social activities with work or study responsibilities

- predict what may happen if balance is not managed, eg mental health may suffer

- appreciate how productive participation in the community affects an individual’s wellbeing, such as:
  - positive sense of self
  - meeting new people
  - giving back to the community
  - gaining skills
  - gaining independence
– employment opportunities
– work satisfaction
– financial benefits
– development of ideals, values and morals

• outline the benefits of productive participation to the community, such as:
  – assist others
  – provide goods and services
  – contribute to community spirit and harmony
  – enhance the wellbeing of others

• propose and/or implement a plan for participating productively in the community, such as:
  – recognising areas that they are not involved in that would improve their wellbeing, eg social activities
  – broadening their social/leisure pursuits, eg joining a youth group, taking up a sport or hobby
  – taking on a responsibility, eg chores at home, work
  – engaging in activities that connect them to their community, eg joining a group, advocating in regard to community issues
  – enrolling in education, eg TAFE or community course, community participation program

• engage in preferred community activities or events
**Outcome 7.1** uses a variety of strategies to gather, select and communicate information related to an area of interest

**Content**

Students:

- explore the use of information and communication technology (ICT) in the research process:
  - validity and accuracy of information presented on the internet
  - fact versus opinion
  - accessing ICT to conduct primary research, eg email, SMS, social media, online survey tools
  - accessing ICT to conduct secondary research, eg multimedia, spreadsheets and charts, websites
  - using ICT tools to communicate and present information

- investigate an area of interest related to work and community environments, such as by:
  - planning for research
    - identifying a question, problem or topic
    - identifying what information is required to address the question, problem or topic
    - identifying a variety of information/data sources, eg primary sources: survey, interview, questionnaire, first-hand observation; secondary sources: case studies, multimedia, print and online information
    - making and/or following a plan to carry out the research
  - conducting research
    - collecting data/information
    - organising and interpreting the data
  - interpreting research
    - communicating the research findings
9 Employability skills

The employability skills build on and replace the Mayer Key Competencies (developed in 1992) which attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), in consultation with other peak employer bodies, produced the *Employability Skills for the Future* report which was officially released in May 2002. The report indicated that business and industry required a broader range of skills than those in the Mayer Key Competencies Framework and recommended the following eight employability skills:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

These employability skills are developed through the objectives, modules, outcomes and content of the Stage 6 Community and Family Studies Life Skills course, in ways which address individual student needs. The development of employability skills may also contribute to effective participation in other post-school environments, such as further education and community living.
10 Assessment and reporting

10.1 Assessment

Assessment involves collecting evidence and reflecting on the student’s achievement in relation to the Life Skills outcomes selected for a particular course.

Within the Stage 6 Community and Family Studies Life Skills course, the collaborative curriculum planning process will determine the educational priorities for each student, from which modules and outcomes are studied and content covered. The content points listed with each outcome not only form the basis of the learning opportunities for students, but also provide examples of assessable activities on which teacher judgement will be based.

Assessment should take account of the individual ways that students demonstrate achievement of syllabus objectives and outcomes based on the content covered in the course. To cater for such individuality, a range of assessment materials should be used, appropriate for the outcomes to be measured, and relevant to students’ capabilities. Such assessment instruments may include:

- observation of participation
- observation of performance of practical activities
- work experience reports
- oral reports and presentations
- group work
- journal writing
- written tasks.

Evidence of achievement of module outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess achievement at particular points.

Students may demonstrate achievement of outcomes across a range of situations or environments including the school, home, community and workplace. Assessment should reflect the student’s ability to generalise the knowledge, skills, and values and attitudes to a range of adult environments. Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student’s ATAR.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. The following information is designed to assist teachers in determining whether outcomes have been ‘achieved independently’ or ‘achieved with support’.

An outcome should be considered as ‘achieved independently’ if there is evidence that a student can demonstrate the achievement of an outcome either:

- without adjustments
  or
- with the adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments will have been determined through the collaborative curriculum planning process.
Examples of such adjustments might include:
• the positioning of a student in a classroom
• additional time to communicate
• use of assistive technology
• provision of accessible/alternative formats, eg large print or Braille
• provision of a reader or writer.

Some students will only be able to demonstrate achievement if they are provided with additional support. This type of adjustment is provided when a student requires assistance to demonstrate the achievement of an outcome. In such cases an outcome should be considered as ‘achieved with support’.

Examples of additional support include:
• verbal prompts
• visual prompts
• physical assistance
• provision of partial responses.

When entering information on outcomes achieved for the Profile of Student Achievement, schools indicate whether the outcome has been achieved independently or with support.

10.2 Reporting

All students undertaking one or more Stage 6 Life Skills courses who meet the eligibility and pattern of study requirements will receive a Higher School Certificate testamur, a Record of Achievement and a Profile of Student Achievement.

Life Skills courses are reported on the Higher School Certificate Record of Achievement without a mark and with the notation Refer to the Profile of Student Achievement.

The Profile of Student Achievement reports on student achievement of the syllabus outcomes identified in the planning process, indicating whether the student has achieved the designated outcomes independently or with support.

The Profile is a permanent record of all Life Skills outcomes achieved by the student during Stage 6 and is issued by the Board of Studies NSW along with the student’s Higher School Certificate credentials.

More detailed information on reporting using the Profile of Student Achievement can be found on the Board’s website.
## 11 Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>imparting or interchange of messages; can take place in different mediums</td>
</tr>
<tr>
<td>Community</td>
<td>a group with shared origins or interests</td>
</tr>
<tr>
<td>Community support services</td>
<td>services that assist members of the community; may be government or non-government</td>
</tr>
<tr>
<td>Conflict</td>
<td>disagreement, struggle or fight</td>
</tr>
<tr>
<td>Decision making</td>
<td>the process of reaching a decision</td>
</tr>
<tr>
<td>Employment</td>
<td>an occupation by which a person earns a living</td>
</tr>
<tr>
<td>Goal</td>
<td>aim or purpose</td>
</tr>
<tr>
<td>Group</td>
<td>a number of persons considered as being related in some way</td>
</tr>
<tr>
<td>Health care</td>
<td>maintaining or restoring the health of the body or mind</td>
</tr>
<tr>
<td>Information and communication technology</td>
<td>technology used to handle information and assist communication</td>
</tr>
<tr>
<td>Interrelationship</td>
<td>reciprocal relation or connection</td>
</tr>
<tr>
<td>Levels of communication</td>
<td>knowing how and when to communicate; adapting communication to suit the audience, purpose and context; four levels: intrapersonal, interpersonal, group and public</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>particular attitudes, habits or way of life</td>
</tr>
<tr>
<td>Need</td>
<td>requirement or necessity</td>
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<tr>
<td>Personal protective behaviours</td>
<td>actions (personal safety skills) taken by both children and adults to help keep themselves safe and work towards reducing violence in the community. They help everyone to stay safe from the risks that surround us in our everyday life</td>
</tr>
<tr>
<td>Resource</td>
<td>a source of supply, support or aid</td>
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<tr>
<td>Social media</td>
<td>websites and other online means of communication that are used by large groups of people to share information and develop social and professional contacts</td>
</tr>
<tr>
<td>Support networks</td>
<td>support provided by friends, family, peers and co-workers</td>
</tr>
<tr>
<td>Technology</td>
<td>materials, data, systems, tools and equipment used to meet identified needs</td>
</tr>
<tr>
<td>Want</td>
<td>desire or wish</td>
</tr>
<tr>
<td>Wellbeing</td>
<td>a state characterised by health, happiness and prosperity</td>
</tr>
<tr>
<td>Work</td>
<td>energy directed towards a goal</td>
</tr>
</tbody>
</table>

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