



An Introduction to Community and Family Studies Stage 6 in the New HSC

The *Community and Family Studies Stage 6 Syllabus* replaces the Life Management Studies 2/3 unit common and 3 unit Stage 6 Syllabus (1992). This syllabus is for implementation with Year 11 in 2000 and will be first examined in 2001.

The syllabus provides information that was formerly available in the KLA handbook. This includes descriptions of course requirements, assessment weightings for internal and external assessment and examination specifications.

What is similar?

The revised *Community and Family Studies Stage 6 Syllabus* retains a number of features of the current Life Management Studies syllabus and is designed to build upon learning in 7–10 PDHPE, providing greater opportunity for detailed study of families and communities.

Resource management remains a central theme due to its importance in enabling people to function effectively in their everyday lives in families and communities. The development of management skills is an essential focus for student learning in this syllabus.

Content from popular 2 and 3 unit options from Life Management Studies such as Parenting; Work Roles and Workplace Environments; Families and the Law; Leadership and Group Dynamics; Management Strategies for Specific Needs; Socialisation of Children; and Work and Politics have been incorporated in the new subject.

Research is still an integral component of the subject. Students develop research skills, applying various methodologies to the study of social issues. The development of an Independent Research Project, of relevance to all students, continues to be a valued element of the HSC course.

How has the syllabus been enhanced?

- Community and Family Studies Stage 6 is a single, 2 unit subject that has been designed to meet the needs of the full range of students.
- Overlap with 7–10 PDHPE and other Stage 6 subjects has been removed.
- The previous syllabus structure featuring the four core concepts of resource management, interpersonal relationships, life span development and wellbeing has been modified in order to reduce the potential for duplication throughout the course. The new arrangement improves clarity of what is to be taught; refines course outcomes; and provides opportunity for introductory research activities throughout the Preliminary course.

2001129

- A module description provides the overall focus for study. Further detail of what students learn about and learn to do is also provided. Teacher notes provide greater clarification where necessary.
- The revised content is organised in two discrete courses and ensures that the HSC course builds upon learning in the Preliminary course.
- The new syllabus investigates the interactions among the individual, family, community and society. The Preliminary course focuses on the individual and their interactions with personal groups, family and community. The HSC course examines how the wellbeing of individuals, families and communities is affected by broader societal influences.

What is the significance of outcomes?

- The syllabus outcomes have been reduced in number and revised to explicitly link to course content. Specifically, the outcomes are:
 - designed to allow students to demonstrate what they know and can do as a result of teaching and learning in Community and Family Studies
 - specified for each course and relate to both core and optional study (pp 11–12)
 - aligned to course content. The module structure provides a format that includes a description of content, identifies the focus of the module and indicates the main course outcomes addressed by each module (eg page 14 shows the outcomes related to the Preliminary course module *Resource Management*).

Has the course structure changed?

- The course structure (p 10) provides a quick reference for the title, focus and indicative time for modules within each course.
 - (i) The Preliminary course provides a core of foundation study. It does not have an options component. The three course modules are:
 - Resource Management (indicative course time 20%)
 - Individuals and Groups (indicative course time 40%)
 - Individuals and Families (indicative course time 40%)
 - (ii) The HSC course consists of three core modules of equal weighting, representing 75% of course time:
 - Research Methodology
 - Groups in Context
 - Parenting and Caring
 - (iii) Additionally, an options component representing 25% of indicative course time includes three modules of which students are to study one:
 - Family and Societal Interactions
 - Social Impact of Technology
 - Individuals and Work

How will students develop research skills?

- Introductory research activities are integrated throughout the Preliminary modules. Specific examples of research activities including conducting interviews, observations, case studies and literature reviews can be found on pages 16, 22, 23, 26, 27 and 29.
- The HSC course module, *Research Methodology*, builds upon the introductory research activities integrated across the Preliminary course. It includes allocation of time to the completion of an Independent Research Project, the requirements of which can be found in Section 10 on page 53 of the syllabus.

Have assessment requirements and advice changed?

- New assessment specifications (pp 58–59) recommend a range and balance of assessment tasks across each of the course modules. These specifications offer increased flexibility in that they distribute weightings across the components of the Preliminary and HSC courses rather than for knowledge, understanding and process skills. However for internal assessment there is a restriction to a maximum of 40% for the weighting allocated to tasks that replicate the HSC examination.
- The HSC Examination specifications (p 60) have been revised:
 - Part A of Section I will be 10 multiple choice items
 - Part B of Section I will consist of short answer questions to the value of 15 marks
 - Part C of Section I will be two questions, one on each of the HSC core modules *Groups in Context* and *Parenting and Caring*, valued at 50 marks
 - The value of Section II has been increased to 25 marks. One question on each of the three Options will be provided.

What is needed to teach Community and Family Studies?

- *Community and Family Studies Stage 6 Syllabus*.
- Community and Family Studies 2001 HSC Specimen Examination Paper and Sample Marking Guidelines.
- A glossary that explains terms that will assist teachers in the interpretation and implementation of the syllabus can be found on pages 62–66 of the *Community and Family Studies Stage 6 Syllabus*.
- Current teaching programs and textbooks will continue to be of use to teachers implementing the *Community and Family Studies Stage 6 Syllabus*. However, some adjustment will need to occur in the way they are used and supplementation may be necessary.
- The *Life Management Studies Support Document* (1994) contains information relating to programming, using and assessing outcomes, research methodologies and monitoring the Independent Research Project that will continue to be of use.
- The selection of the new option, *Social Impact of Technology*, is a new area of study. Schools selecting this option will require additional resources.

What other support will be provided?

The Board of Studies has developed a Community and Family Studies support document to assist teachers with the implementation of the syllabus. This can be found on the Board's website <http://www.boardofstudies.nsw.edu.au> The support document includes:

- diagrams and explanatory notes to illustrate the frameworks underpinning the syllabus
- a sequence chart illustrating course requirements

- sample units of work, including suggested assessment strategies
- advice on approaches to the Independent Research Project.

Current resources are appropriate for use with the new syllabuses although there may need to be some adjustment in the way teachers use them.

The Board of Studies will also provide assessment support materials, which will be generic across subjects.

Cross-sectoral professional development workshops (Department of Education and Training, Catholic Education Commission and members of the Association of Independent Schools) for Community and Family Studies Stage 6 will be held. Venues and dates for these workshops have been published on the *New HSC* website — <http://www.newhsc.schools.nsw.edu.au> — and distributed to schools. The materials from the workshops will be available on this website.

CURRICULUM SUPPORT for Teaching in Personal Development, Health and Physical Education 7 – 12 — a publication distributed each term by the Department of Education and Training — will carry an HSC supplement.

Assessment and Reporting Bulletin — published each term as a joint venture of the Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools — will build on principles outlined in Board of Studies newsletters and assessment support materials.

Professional Associations TEA and PDHPETA will also provide support for the implementation of Community and Family Studies. Details about their plans can be found on the appropriate website:

- <http://hsc.csu.edu.au/pta/members/tea.html>
- <http://surf.to/pdhpe>