



Community and Family Studies

Stage 6 Syllabus

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Contents

1	The Higher School Certificate Program of Study.....	5
2	Rationale for Community and Family Studies in the Stage 6 Curriculum	6
3	Continuum of Learning for Community and Family Studies Stage 6 Students ..	8
4	Aim.....	9
5	Objectives	9
6	Course Structure	10
7	Objectives and Outcomes	11
	7.1 Table of Objectives and Outcomes	11
	7.2 Key Competencies	13
8	Content: Community and Family Studies Stage 6 Preliminary Course	14
	8.1 Preliminary Core: Resource Management	14
	8.2 Preliminary Core: Individuals and Groups	19
	8.3 Preliminary Core: Families and Communities	25
9	Content: Community and Family Studies Stage 6 HSC Course.....	30
	9.1 HSC Core: Research Methodology	30
	9.2 HSC Core: Groups in Context.....	33
	9.3 HSC Core: Parenting and Caring	36
	9.4 HSC Option: Family and Societal Interactions	40
	9.5 HSC Option: Social Impact of Technology	45
	9.6 HSC Option: Individuals and Work	49
10	Course Requirements	53
11	Post-school Opportunities	54
12	Assessment and Reporting	55
13	Glossary.....	56

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 are affected by broader societal influences including sociocultural, economic and political factors.

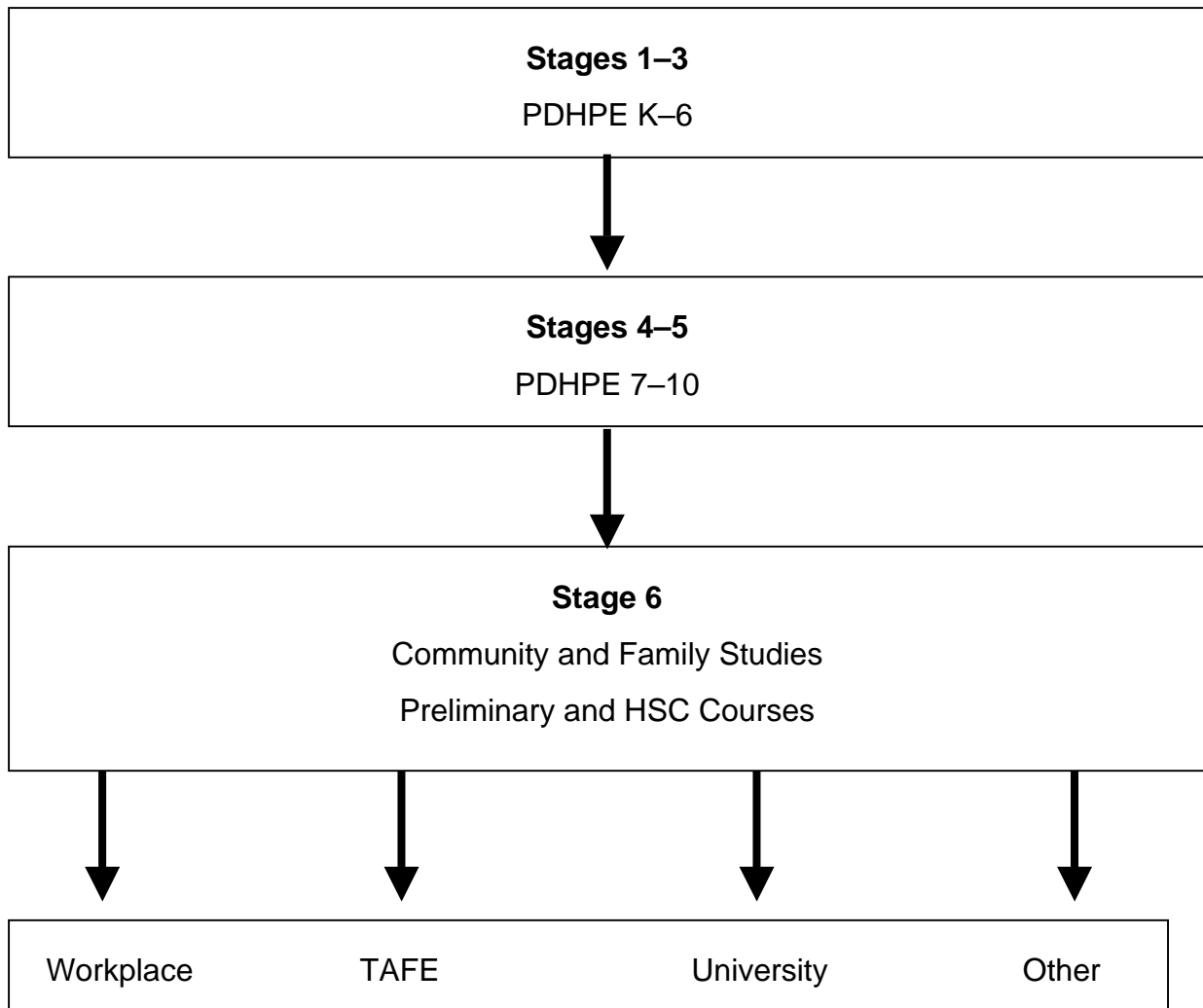
Community and Family Studies can have a direct and positive influence on the quality of students' lives both now and in the future. During the school years, students are confronted with an awareness of their emerging identity as young women and young men. Community and Family Studies investigates the 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.

Community and Family Studies Stage 6 Syllabus

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 lifespan. 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 inter-relationships 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>

Community and Family Studies Stage 6 Syllabus

<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>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>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>
<p>7. an appreciation of the diversity and interdependence of individuals, families, groups and communities</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>	

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 in the satisfaction of an individual's needs. The concepts of wellbeing, needs and wants, resources, values and standards, goal setting, communication, decision-making and management processes explored in this module form the basis of study throughout the course.

Students investigate interpersonal relationships and wellbeing throughout the lifespan and their contribution to personal growth and empowerment to function effectively in a range of lifestyle settings.

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

- Basic concepts of resource management
- Communication
- Decision-making
- Management processes

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>basic concepts of resource management</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Teacher note: The concepts of needs, wants, values, goals, communication and decision-making are included in the Years 7–10 PDHPE Syllabus. The concepts should be reinforced and further developed at this stage to reflect students’ level of experience and maturity.</p> </div> <p><i>wellbeing</i></p> <ul style="list-style-type: none"> • physical • socioemotional • spiritual • economic • political <p><i>needs and wants</i></p> <ul style="list-style-type: none"> • difference between needs and wants • classifications of needs <ul style="list-style-type: none"> – primary, secondary – physical, social, emotional, cultural, spiritual – Maslow’s hierarchy • satisfying needs and wants <p><i>resources</i></p> <ul style="list-style-type: none"> • classification of resources <ul style="list-style-type: none"> – economic and non-economic – human and non-human – formal and informal • nature of resources <ul style="list-style-type: none"> – finite and infinite – renewable and non-renewable • influences on availability of and access to resources <ul style="list-style-type: none"> – age – disability – education – ethnicity/culture – gender – geographic location – socioeconomic status • interchangeability and sustainability of resources 	<ul style="list-style-type: none"> • examine the range of factors that can impact on wellbeing in order to develop a holistic definition of the term • compare the effectiveness of Maslow’s hierarchy with other classifications listed • examine the significance of gender on satisfying needs and wants • distinguish between different classifications of resources • analyse the influences on the availability of, and access to, resources for individuals and groups

Students learn about:	Students learn to:
<p><i>values and standards</i></p> <ul style="list-style-type: none"> • interrelationship of values and standards • personal nature of values • potential for conflicting values <p><i>goals</i></p> <ul style="list-style-type: none"> • classification of goals <ul style="list-style-type: none"> – short-term, intermediate, long-term – individual and group – community and global <p>communication</p> <p><i>types of communication</i></p> <ul style="list-style-type: none"> • verbal and non-verbal • assertive, aggressive, passive <p><i>achieving effective communication</i></p> <ul style="list-style-type: none"> • characteristics of effective communication • characteristics of ineffective communication • barriers to communication • managing barriers to communication <p><i>communication in relationships</i></p> <ul style="list-style-type: none"> • levels of communication • disclosure, trust and bonding • interpersonal communication • building and maintaining relationships through communication <p><i>interviews as a research method</i></p> <ul style="list-style-type: none"> • structured and unstructured • advantages and disadvantages • constructing, conducting, recording responses • presenting results 	<ul style="list-style-type: none"> • analyse how femininity and masculinity shape values and standards • decode media messages, conversations, community practices, policies and rules to determine the values embedded within them <ul style="list-style-type: none"> • prepare strategic plans that incorporate short, intermediate and long-term goals that are realistic and achievable <ul style="list-style-type: none"> • analyse their own verbal and non-verbal communication and suggest ways in which they can improve their skills • examine how their ideas about being female or male influence their attempts to communicate effectively • identify and employ technologies as a method of communication <ul style="list-style-type: none"> • analyse the effectiveness of relationships in terms of the level of disclosure, trust and bonding evident • evaluate the level of interpersonal skill demonstrated by different individuals and groups. Explain why there is variance in interpersonal skill from person to person and group to group <ul style="list-style-type: none"> • select and utilise effective verbal and non verbal communication skills by conducting a simple interview • use computer applications to present responses to an interview

Students learn about:	Students learn to:
<p>decision-making <i>as a process</i></p> <ul style="list-style-type: none"> • stages/steps <ul style="list-style-type: none"> – analysing the problem – investigating the alternatives and their consequences – choosing and implementing an alternative – evaluating the outcome • simple and complex problems <p><i>decision-making styles</i></p> <ul style="list-style-type: none"> • impulsive • intuitive • hesitant • confident • rational <p><i>factors influencing decision-making</i></p> <ul style="list-style-type: none"> • access to resources • complexity of the problem • past experiences and personal values • attitudes to change <p><i>responsibility for decisions</i></p> <ul style="list-style-type: none"> • individual • group • community <p>management processes <i>management models</i></p> <ul style="list-style-type: none"> • planning, organising, implementing and evaluating • plan, do, check, act • total quality management <p><i>applying management skills in different contexts</i></p> <ul style="list-style-type: none"> • individual • peers • family • school • work • community 	<ul style="list-style-type: none"> • apply the decision-making process to a range of contemporary and personal practical problems and analyse the decision in terms of: <ul style="list-style-type: none"> – the style(s) employed – the resources used – complexity – effectiveness • explore the impact of gendered expectations on decision-making • identify the style they employed in making a recent significant decision, eg selecting subjects for senior school • assess how each factor contributes to the decisions people make • analyse the degree to which sociocultural background influences one's autonomy in decision-making • analyse how decision-making may vary as the focus shifts from a personal level to community level • compare and contrast management processes and their applications in practical settings • examine the relationship between effective decision-making and good management • apply management skills to design strategies for life situations, eg seeking employment, study habits • analyse how effective management leads to positive interpersonal relationships in different contexts

Suggested Assessment Strategies

Critically analyse a survey, an interview or report from a newspaper and comment on how effectively it communicates its meaning.

Plan a study timetable that highlights short-term, intermediate and long-term goals.

Write an essay supporting or opposing a decision made by an individual or group that has appeared in a local newspaper.

8.2 Preliminary Core: Individuals and Groups

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

Positive interpersonal relationships among individuals, family and social groups enhance an individual's sense of belonging. Further, positive relationships contribute to an environment where goal achievement is enhanced and the wellbeing of individuals and groups are promoted. The management of conflict is consequently an essential interpersonal skill.

Groups play an important role in meeting individual, family and community needs. This Preliminary module provides students with the opportunity to examine the effectiveness of various groups in meeting these needs. Students explore factors such as the type of group, its purpose and goals, as well as the relationships, interaction patterns and power structures within the group. They also examine the nature of leadership and explore its significance as a determinant of group effectiveness.

This module provides opportunity for introductory research experience including conducting case studies and the use of sociometric observation.

Module Focus

- The individual
- Group formation
- Roles, relationships and tasks within groups
- Leadership
- Group dynamics
- Managing conflict
- Individual and group wellbeing

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>the individual</p> <p><i>factors that contribute to an individual's development</i></p> <ul style="list-style-type: none"> • self-esteem • self-confidence • peer acceptance • satisfaction of needs • heredity • sociocultural influences • group belonging • environment <p>group formation</p> <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 • other <p><i>types of groups</i></p> <ul style="list-style-type: none"> • primary and secondary • temporary and permanent • formal and informal 	<ul style="list-style-type: none"> • examine how each of the factors may impact on an individual's development in both positive and negative ways • explore the concept of self-actualisation with respect to self-esteem and self-confidence • examine the impact of perceptions of femininity and masculinity on an individual's development <ul style="list-style-type: none"> • critically examine groups in the school and community 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

Students learn about:	Students learn to:
<p>roles, relationships and tasks within groups</p> <ul style="list-style-type: none"> • characteristics of group members <ul style="list-style-type: none"> – task-orientated, eg expert, brainstormer – socioemotional, eg peacemaker, encourager, advocate, mediator – destructive, eg victim, distractor • recognition of individual input to group effectiveness • norms, conformity and cohesiveness within and among groups <p>leadership</p> <ul style="list-style-type: none"> • assumed and negotiated • leadership styles <ul style="list-style-type: none"> – task oriented v people oriented – autocratic – collaborative/shared – laissez faire – transformational – cultural • influences on leadership styles <ul style="list-style-type: none"> – nature of the group – type of task – nature of the decisions – gender expectations – experience of the leader – culture • effectiveness and flexibility of leadership • leadership and management roles <ul style="list-style-type: none"> – similarities and differences – interdependence of management and leadership 	<ul style="list-style-type: none"> • analyse the different roles of the members of their own school and community groups in terms of contribution to the group's effectiveness • determine their roles in the groups to which they belong and recognise how and why their roles may vary • evaluate how conformity in school and community groups impacts on group cohesiveness <ul style="list-style-type: none"> • 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"> • investigate how decisions are made under different styles of leadership <ul style="list-style-type: none"> • distinguish between management and leadership roles in school and community groups. Determine if the roles identified would be applicable to the conduct of personal groups

Students learn about:	Students learn to:
<p>group dynamics</p> <p><i>patterns within groups</i></p> <ul style="list-style-type: none"> • communication networks <ul style="list-style-type: none"> – wheel – chain – circle – channel – organisational grapevine • power within groups <ul style="list-style-type: none"> – power bases, eg legitimate, reward, coercive, referent, expert – relationship to roles – use of power, eg individual, groups, self empowerment – impacts of power, eg positive, negative • group decision-making processes <p><i>observation as a research method</i></p> <ul style="list-style-type: none"> • sociometric models, eg network analysis • advantages and disadvantages • reporting the observation <p>managing conflict</p> <p><i>examining conflict</i></p> <ul style="list-style-type: none"> • causes <ul style="list-style-type: none"> – incompatible goals – individual differences/personality – limited resources – ineffective communication – varying values – multiple role expectations – mapping conflict to determine the real issue and remove distractors • forces <ul style="list-style-type: none"> – constructive – disruptive – destructive • results of avoiding conflict 	<ul style="list-style-type: none"> • analyse the effectiveness of various communication networks, eg organisational grapevine is rapid and resilient but may provide unreliable information • evaluate the impact of power bases used in a range of groups • analyse how communication, power and decision-making impact upon group dynamics • explore a range of group consensus finding methods, eg preferential voting <ul style="list-style-type: none"> • construct a sociogram to illustrate sociometric observations • determine the sociometric pattern of a group by observing interactions <ul style="list-style-type: none"> • critically analyse how the causes of conflict can lead to both individual and group conflict • explore the reasons why conflict may be avoided in some situations and effectively managed in others <ul style="list-style-type: none"> • examine the extent to which conflict can be a positive or negative experience for groups

Students learn about:	Students learn to:
<p><i>resolution and management of conflict</i></p> <ul style="list-style-type: none"> • process <ul style="list-style-type: none"> – negotiation, mediation, agreement, resolution • outcomes of each strategy <ul style="list-style-type: none"> – win-win – win-lose – lose-lose • approaches <ul style="list-style-type: none"> – assertive – cooperative – passive – aggressive <p><i>case study as a research method</i></p> <ul style="list-style-type: none"> • description of process • advantages and disadvantages <p><i>role of stress management in conflict resolution</i></p> <ul style="list-style-type: none"> • sources of stress for young people • strategies for managing stress <p>individual and group wellbeing</p> <ul style="list-style-type: none"> • measures <ul style="list-style-type: none"> – satisfaction of needs – comfort in environment – effective communication – autonomy • interrelationship between individual and group wellbeing 	<ul style="list-style-type: none"> • adjust a variety of situations to obtain a win-win resolution in relation to family, work and community scenarios • practise assertiveness skills as a method of effective conflict resolution • use a case study approach to examine an issue which has caused conflict in a community by describing: <ul style="list-style-type: none"> – the causes of the conflict – the forces of conflict – the process employed to resolve the conflict • examine factors such as study demands, gender expectations and peer expectations as sources of stress for young people • design a stress management program suitable for their own needs • compare and contrast measures of individual and group wellbeing • discuss the dilemmas that may arise when attempting to achieve individual and group wellbeing

Suggested Assessment Strategies

Prepare a report on a recognised leader identifying:

- the leadership style(s) employed
- effectiveness of the leadership
- the individual's pathway to leadership.

Using media reports, collect and present data about a conflict between two groups.

Analyse the types of roles played within groups in terms of their behaviour and their positive and negative contributions to groups. Present your findings in tabular form.

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 to the many forms of families in modern society in order to determine the contemporary role of the family. The module requires students to examine how constant change challenges families to utilise management skills for personal and family wellbeing and acknowledges the interdependence of families and communities.

The module recognises socialisation as a life long process. Students investigate physical and social influences on child development as well as changing perceptions of femininity and masculinity.

This module presents students with a range of introductory research experiences such as conducting a literature review, analysing quantitative data, conducting a case study and designing and administering a questionnaire.

Module Focus

- Lifespan development
- Socialisation of children
- Family structures and functions
- Change in families
- Change in communities
- Support networks

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>lifespan development</p> <p><i>stages of the lifespan</i></p> <ul style="list-style-type: none"> • pregnancy • infancy • childhood • adolescence • young adulthood • middle adulthood • the aged <p><i>child development</i></p> <ul style="list-style-type: none"> • physical • intellectual/cognitive • social • emotional • cultural • spiritual • differences in children’s development <p>socialisation of children</p> <ul style="list-style-type: none"> • definition • primary and secondary • perceptions of femininity and masculinity 	<ul style="list-style-type: none"> • analyse the needs that are of greatest significance to the individual at each stage of the lifespan • use observational skills in order to determine and describe the level of development displayed by a child at play • identify factors that impact on the construction of gender, eg school, parents, popular culture and ways boys and girls are active in shaping their own identity
<p>Teacher note: The list of theorists is a guide only. They may be substituted with others relevant to this area. Students are not required to develop a detailed understanding of the writings of the theorist. The emphasis is on the process of a literature review and the ability to critically analyse findings.</p>	
<ul style="list-style-type: none"> • Bronfrenbrenner • Erikson • Green • Balson • Piaget 	<ul style="list-style-type: none"> • conduct a literature review to research one theorist and outline the theorist’s view and teachings on development and socialisation

Students learn about:	Students learn to:
<p>family structures and functions</p> <p><i>family</i></p> <ul style="list-style-type: none"> • defining family in terms of structure or function • Australian census definition <p><i>family structures</i></p> <ul style="list-style-type: none"> • adoptive • blended • childless • communal • de facto • extended • foster • nuclear • same sex couples • sole parent <p><i>research skills</i></p> <ul style="list-style-type: none"> • collecting, interpreting and presenting quantitative data <p><i>family functions</i></p> <ul style="list-style-type: none"> • physical • economic • emotional • social • cultural • moral, spiritual, religious • adaptive 	<ul style="list-style-type: none"> • examine the diverse nature of the family in contemporary society and formulate a definition that recognises this diversity • compare and contrast different family structures • examine the prevalence of each of the family structures within different cultural contexts • use Australian Bureau of Statistics (ABS) statistics to compare the range of different family structures in Australia and to determine trends related to family structures in Australian society • assess the ability of different family structures to fulfil a range of functions

Students learn about:	Students learn to:
<p>change in families</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Teacher note: Students are not required to gain a detailed understanding of the intricacies of the FAAR model. The intent is for students to examine how the model supports the family life cycle in responding to unplanned change.</p> </div> <p><i>models</i></p> <ul style="list-style-type: none"> • family life cycle <ul style="list-style-type: none"> – beginning – expanding – contracting • Family Adaptation and Adjustment Response (FAAR) <p><i>nature of change</i></p> <ul style="list-style-type: none"> • internal and external • planned and unplanned • temporary and permanent • impact on traditional roles <p>change in communities</p> <p><i>communities</i></p> <ul style="list-style-type: none"> • definitions <p><i>exploring the emergence of communities</i></p> <ul style="list-style-type: none"> • geographic reasons • interest-based • other • contribution of different groups to communities, eg family <p><i>levels of community organisation</i></p> <ul style="list-style-type: none"> • local • state • national • global 	<ul style="list-style-type: none"> • assess the appropriateness of both models in the context of modern society • examine how change challenges individuals and families to utilise management skills by analysing their own experiences of change • use a case study to research the impacts (both positive and negative) of a major change that has occurred within their own family • analyse ways that communities can meet the needs of people from local to global level, eg education, health

Students learn about:	Students learn to:
<p><i>decision-making in communities</i></p> <ul style="list-style-type: none"> • processes <ul style="list-style-type: none"> – arbitration – consensus – election/voting – referendum • role of individual, small groups and large groups • influences on decision-making <ul style="list-style-type: none"> – legislative – environmental – lobbying <p><i>changing nature of communities</i></p> <ul style="list-style-type: none"> • causes of change <ul style="list-style-type: none"> – work and employment patterns – trauma/crisis – demographics • impacts of change (positive and negative) <p>support networks</p> <ul style="list-style-type: none"> • formal • informal • access and availability for different families <p><i>questionnaire as a research method</i></p> <ul style="list-style-type: none"> • constructing and conducting • advantages and disadvantages 	<ul style="list-style-type: none"> • explore the processes employed to make decisions in the community, eg local council meeting, resident management groups, tribunal, lobbying • examine a local community decision by identifying the roles of individuals and groups, the factors influencing the decision-making process, the methods employed to make the decisions and the outcomes of the decision <ul style="list-style-type: none"> • analyse a community that has experienced change and assess the impact of change on that community <ul style="list-style-type: none"> • identify some of the support networks and the degree of access and availability for different families in their community • use a questionnaire method of research to investigate the support networks that are utilised by families in your local community

Suggested Assessment Strategies

Compare and contrast the ways in which nuclear and blended family structures perform their functions.

Investigate a local community organisation to determine how decisions are made within the organisation.

Prepare a written or oral presentation on a local formal support network focusing on access and availability.

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. It is an integral part of the development of the Independent Research Project.

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 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</p>	
<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 in order for students to complete an Independent Research Project. Detail of the requirements of the Independent Research Project can be found in Section 10 on page 53.</p>	
<p><i>methodologies</i></p> <ul style="list-style-type: none"> • quantitative and qualitative <p><i>conducting research</i></p> <ul style="list-style-type: none"> • formulating a research proposal • research methodology <ul style="list-style-type: none"> – survey, using interview (structured, unstructured), questionnaire (oral, written) – case study – observation – literature review • planning • collecting and recording data • analysing and interpreting data <p><i>presenting data</i></p> <ul style="list-style-type: none"> • graphs, tables, presenting key data • report writing and presentation • bibliography • appendix <p><i>sources of data</i></p> <ul style="list-style-type: none"> • people/individuals • organisations/groups • electronic sources • libraries • print sources <p><i>research terminology</i></p> <ul style="list-style-type: none"> • bias • hypothesis/question • reliability • sampling • validity 	<ul style="list-style-type: none"> • conduct research by: <ul style="list-style-type: none"> – developing a suitable question – selecting appropriate research methodology for specific research settings – taking into account issues of bias and sampling – preparing a plan of how and when resources will be used – collecting and recording from primary and secondary sources of data – analysing and interpreting data collected for research purposes – crediting sources of data by means of bibliography and appendix – following ethical procedures in their research – including an account of positive and negative experiences • examine the limitation of data and its use to support particular views • explore the relationship between sampling and reliable research outcomes

Students learn about:	Students learn to:
<i>ethics in research</i> <ul style="list-style-type: none">• privacy• respect for subjects of research• integrity of researcher• integrity of data• HSC regulations	

Suggested Assessment Strategies

Formulate a research question about adolescent employment.

Analyse examples of graphical information used to communicate research findings.

Develop a set of guidelines outlining ethical procedures for student researchers.

9.2 HSC Core: Groups in Context

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

Economic, political, geographical and social conditions may contribute to inequities across groups within a community. For these groups, defining needs, creating opportunities for access to resources and skill in resource management increases their potential to achieve wellbeing.

This module builds upon study of the role groups play in meeting individual, family and community needs introduced in the Preliminary course module — Individuals and Groups. In this module, the focus of students' investigation is on the needs of individuals in specific groups and their access to resources to satisfy these needs.

Module Focus

- Identifying groups with specific needs
- Identifying the needs of specific groups in the community
- Researching community groups

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>identifying groups with specific needs</p>	
<p>Teacher note: In this section students are required to gain a general understanding of the characteristics and needs of members of each of the groups. Detailed study of three groups is outlined in the next section of this module.</p>	
<p><i>groups</i></p> <ul style="list-style-type: none"> • aged • chronically ill • cultural groups, eg Aboriginal and Torres Strait Islander • families in crisis • disabled • gay and lesbian • rural families • sole parents • socioeconomically disadvantaged • the homeless • youth <p>identifying the needs of specific groups in the community</p> <p><i>needs</i></p> <ul style="list-style-type: none"> • access to services • education • employment • financial support • health • housing • security and safety • self-esteem • sense of identify <p><i>factors affecting access to resources</i></p> <ul style="list-style-type: none"> • age • disability • education • ethnicity/culture • gender • location • socioeconomic status 	<ul style="list-style-type: none"> • identify special characteristics of each group in order to justify why each should be considered a unique entity • describe people who belong to different groups within society by: <ul style="list-style-type: none"> – identifying the needs of the people in these groups – evaluating the access of these groups to resources • classify specific needs and prioritise the significance of each to different groups • analyse the effect of access to resources on the wellbeing of groups identified. Consider the extent to which this issue may be compounded for individuals who are affected by a number of factors, eg a rural family experiencing financial hardship

Students learn about:	Students learn to:
<p>researching community groups</p>	
<p>Teacher note: In this section students are required to conduct a detailed investigation of three community groups. The areas of study are a guide and may not be equally relevant to each group identified. For example, issues such as conflict between group and community interests may not be applicable to particular groups but this should emerge as a finding of student inquiry.</p>	
<p><i>areas of study</i></p> <ul style="list-style-type: none"> • legal and social definition of specific groups • identifying characteristics • specific needs • government policies and regulations • community responsibility • rights of the group • access to resources • societal attitudes towards the group • issues of concern for the group • conflict between group and community interests • power within the group and the community • positive contributions the group makes to the community • extent to which community service groups assist in meeting the needs of specific groups 	<ul style="list-style-type: none"> • discuss the rights, responsibilities and attitudes of individuals within groups to the wider community • hypothesise about ways of resolving conflict that might exist between the group's needs and the expectations of the wider community • critically analyse the relationships between societal structures and the ability to satisfy needs • propose modifications to the social environment that facilitate the satisfaction of the group's needs • think critically about equity issues faced by groups and formulate management strategies to address them

Suggested Assessment Strategies

Debate the extent of access an individual may have to community resources.

Compare and contrast the needs of two groups you have studied.

9.3 HSC Core: Parenting and Caring

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

This module is concerned with the issues faced by mothers, fathers, siblings and other carers as they effectively manage resources and promote positive interpersonal relationships between family members or with the person for whom they care.

Students are required to critically analyse the role of parents and carers in optimising individual and family wellbeing by considering the factors that influence relationships and how parents and carers are supported in their roles.

Module Focus

- Becoming parents and carers
- Managing parenting and caring responsibilities
- Parenting and caring relationships
- 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 parents and carers</p> <p><i>biological parents</i></p> <ul style="list-style-type: none"> • pregnancy <ul style="list-style-type: none"> – planned – unplanned • IVF and GIFT <p><i>social parents</i></p> <ul style="list-style-type: none"> • adoption • fostering • step-parenting • surrogacy <p><i>carer relationships</i></p> <ul style="list-style-type: none"> • voluntary • paid <p>managing parenting and caring responsibilities</p> <p><i>preparations for becoming a parent or carer</i></p> <ul style="list-style-type: none"> • physical — prenatal considerations for parent and child health • social changes parents and carers may have to make • emotional preparations for the new relationships • economic <p><i>factors influencing resource management in the caring relationship</i></p> <ul style="list-style-type: none"> • dependents affected by the caring relationship <ul style="list-style-type: none"> – age – skills – capabilities – special needs • resources <ul style="list-style-type: none"> – time – energy – finances – housing • access to services 	<ul style="list-style-type: none"> • examine what it means to be a parent, either biological or social, for both females and males • examine the legal and social implications of birth technologies and social parenting • discuss the variety of circumstances that might lead to an individual requiring care and assess the implications for planned and unplanned circumstances • investigate the significance of gender in carer relationships • examine current and future areas for development necessary as a consequence of becoming a parent or carer • examine how effective resource management impacts on parenting and caring and propose strategies for parents and carers in different situations

Students learn about:	Students learn to:
<p>parenting and caring relationships</p> <p><i>roles in parenting and caring</i></p> <ul style="list-style-type: none"> • individuals and groups who adopt roles • parent/s including foster, adoptive and non-custodial <ul style="list-style-type: none"> – grandparents – relatives, including siblings – teachers – paid carers – significant others, eg doctors, social workers, neighbours, friends • role expectations of parents and carers <p><i>factors influencing parenting and caring relationships</i></p>	<ul style="list-style-type: none"> • investigate the impact each group may have on the individual for whom they care • critically analyse expectations of males and females in parenting and caring roles in a changing society
<p>Teacher note: The styles of parenting listed are a guide only. They may be substituted with others relevant to this area or studied in conjunction with others. The focus should be on the outcomes of selected styles for parenting and caring relationships, not on the styles themselves.</p>	
<ul style="list-style-type: none"> • age • culture and religion • education • gender • previous experiences/own upbringing • socioeconomic status • media • nature of relationship • style of parenting <ul style="list-style-type: none"> – authoritarian – democratic – permissive/indulgent – negligent • special needs <ul style="list-style-type: none"> – illness – disability 	<ul style="list-style-type: none"> • examine each influence to determine its effect on parenting and caring relationships • explore the role they play when developing a positive relationship in: <ul style="list-style-type: none"> – caring for someone else – being cared for • analyse a range of family weekly schedules in order to determine the extent of commitment that parenting and caring requires

Students learn about:	Students learn to:
<ul style="list-style-type: none"> • multiple role expectations as a result of commitments to: <ul style="list-style-type: none"> – family – work – sport/leisure – other <p><i>rights and responsibilities in parenting and caring</i></p> <ul style="list-style-type: none"> • rights <ul style="list-style-type: none"> – parents and carers – children – other persons in care • responsibilities <ul style="list-style-type: none"> – parents and carers (duty of care, setting limits, discipline) – children (towards parents and other family members) • sources of conflict between parents and children, carers and cared for <p>support for parents and carers</p>	<ul style="list-style-type: none"> • examine a number of case studies to determine how parents and carers manage their multiple roles. Propose strategies to assist parents and carers with this management • analyse the rights and responsibilities of parents, carers, children and other persons in care to determine areas where tension or conflict might exist • investigate the implications of cultural and gender differences in setting limits • recognise the differences that may exist between the rights and responsibilities of parents and those of carers in different situations
<p>Teacher note: Students need a general understanding of each support group, agency or service available for parents and carers. They are then required to investigate one service in detail.</p>	
<ul style="list-style-type: none"> • health services • welfare agencies • parenting groups • community groups • government agencies • childcare services • carers' support groups 	<ul style="list-style-type: none"> • investigate a support service available for parents and carers in the local community. This study should identify: <ul style="list-style-type: none"> – the target group for the service – how the service is accessed – the cost of accessing the service – the source of funding

Suggested Assessment Strategies

Survey peers to learn about the parenting and caring responsibilities they have towards their mothers, fathers, brothers and sisters.

Review articles representing different theories of parenting style to determine the strengths of each style.

Prepare an information pamphlet about a formal support service for parents or carers in the local community.

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. This module requires an understanding of the ecological model and the interactions and supports provided. Students will examine how government and community structures support and protect family members at all stages of the lifespan. This module draws attention to significant legislation and highlights the role of these laws in 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
- Acknowledging and supporting 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 set guidelines for socially acceptable behaviour • to provide processes to settle disputes peacefully • to provide mechanisms to enable change to legislation in order to address social attitudes • to protect members of society • to promote a just society 	<ul style="list-style-type: none"> • assess the degree to which legislation supports and protects individuals and families in contemporary society
<p>Teacher note: When dealing with the legislative role of the government in this module it is not necessary to cover every law. Laws should be addressed from the perspective of how they assist and support the rights of individuals or groups as community members. The responsibilities associated with these pieces of legislation should also be considered. It is important for teachers to check changes to legislation and address these appropriately. Community support networks and services should be dealt with in a similar way.</p>	
<p>protecting children</p> <p><i>the government's role</i></p> <ul style="list-style-type: none"> • legislation <ul style="list-style-type: none"> – Child Support (Assessment) Act, 1989 (Cth) – Children (Care and Protection) Act, 1987 (NSW) – Minors (Property and Contracts) Act, 1970 (NSW) – Family Provision Act, 1982 (NSW) • agencies that implement these laws <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 • leisure activities • refuges • support groups, eg safe houses, after school care 	<ul style="list-style-type: none"> • examine the evolution of child-related laws and consider the effectiveness of the legislation in protecting the welfare of children • investigate the provisions made by their local community to protect the welfare of children

Students learn about:	Students learn to:
<p>assisting young people to become young adults</p> <p><i>the government's role in regulating rights</i></p> <ul style="list-style-type: none"> • licencing 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 • protecting children in the workplace • adolescent responsibilities in assuming these rights <p><i>the community's contribution</i></p> <ul style="list-style-type: none"> • health care access • leisure and recreation • support groups, eg youth councils, Police Citizens Youth Club <p>being a responsible adult family member</p> <p><i>government's role in supporting adults and families</i></p> <ul style="list-style-type: none"> • Commonwealth legislation <ul style="list-style-type: none"> – Family Law Act, 1975 (Cth) – Family Law Reform Act, 1995 (Cth) – Marriage Act, 1961 (Cth) • State legislation <ul style="list-style-type: none"> – Adoption of Children Act, 1965 (NSW) – Artificial Conception Act, 1984 (NSW) – Crimes (Domestic Violence) Amendment Act, 1982 (NSW) – De facto Relationship Act, 1984 (NSW) • government departments and support agencies: Commonwealth, State and other 	<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? • survey parents and peers to determine their opinion about what constitutes adolescent rites of passage • analyse both legislation and cultural factors to determine differences between the ways in which females and males are recognised as adults <ul style="list-style-type: none"> • debate the effectiveness of government support structures and agencies in administering the laws supporting adults and family members • research community programs that focus on violence-related issues and analyse the success of these programs

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 • support groups, eg Neighbourhood Watch, Alcoholics Anonymous, family respite <p>acknowledging and supporting the aged</p> <p><i>government entitlements and support</i></p> <ul style="list-style-type: none"> • legislation <ul style="list-style-type: none"> – Aged Care Act, 1997 (Cth) – Anti-Discrimination Act, 1977 (Cth) • entitlements <ul style="list-style-type: none"> – aged pension – health care assistance – travel and other concessions, eg seniors card – rebates – superannuation provisions – retiring age recognition • government departments and support agencies that provide support: Commonwealth, State and others <p><i>community support for the aged</i></p> <ul style="list-style-type: none"> • access to health care • housing alternatives <ul style="list-style-type: none"> – retirement villages – nursing homes – hostels – remaining in own home with support, eg Home Care, Meals on Wheels • support groups, eg Senior Citizens and other clubs, mentoring programs 	<ul style="list-style-type: none"> • investigate a community support group that enhances a family’s ability to function • evaluate the effectiveness of Australian law in contributing to the wellbeing of the aged • examine how entitlements for the aged contribute to their ability to plan for their retirement • predict issues relevant to the aged today that may shape future government policy • propose strategies designed to recognise and utilise the aged as a valuable community resource

Suggested Assessment Strategies

Evaluate child-related laws in Australia/NSW by outlining:

- the laws that currently exist
- the reasons why these laws were developed
- how effectively these laws protect the welfare of children.

Debate the statement 'families should take responsibility for aging relatives'.

Select one of the laws relating to families and review the issues relating to that law.

Interview an elderly person to identify how the government and the community assist in satisfying their needs.

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 welcomed and accessed by some groups, many inequities exist.

In this module, students examine perceptions of technology and investigate historical and international 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.

Module Focus

- Defining technology
- Reasons for the development of technology
- Technology and wellbeing
- The impact of technology on lifestyle
- Issues related to technological development
- Investigating 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>	
<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>	
<p><i>definitions</i></p> <ul style="list-style-type: none"> • UNESCO, 1985 • technology as applied practical knowledge • technology as hardware, eg appliances, gadgets, toys • technology as organisation of knowledge, eg communications, media, internet, home entertainment • others <p><i>historical perspectives</i></p> <ul style="list-style-type: none"> • brief overview of the Industrial Revolution leading towards technological development <p>reasons for the development of technology</p> <ul style="list-style-type: none"> • improve upon existing technology • economic benefit • competition with existing technology • social betterment • emergence of a global community • response to social problems, eg health • others <p>technology and wellbeing</p> <ul style="list-style-type: none"> • technical wellbeing, eg ability to control the environment • practical wellbeing, eg understanding and communicating in the world we know • emancipatory wellbeing, eg ability to participate effectively in a variety of situations 	<ul style="list-style-type: none"> • identify both primitive and complex technologies and construct their own definitions that encompass the scope of technology • outline how the technological age has evolved • select various forms of technology and analyse the context in which they emerged • examine the contribution technology makes towards meeting individual wellbeing

Students learn about:	Students learn to:
<p><i>factors affecting access to and acceptance of technology</i></p> <ul style="list-style-type: none"> • age • culture • education • economic • geographical • gender • others <p>the impact of technology on lifestyle</p> <p><i>technologies and the family</i></p> <ul style="list-style-type: none"> • reproductive technology • genetic engineering • household technologies • computer and communications technologies <p><i>technologies and communities</i></p> <ul style="list-style-type: none"> • building technologies • communications • consumer services • entertainment • finance • food • health and medicine • knowledge • leisure • transport/travel <p><i>technologies and work</i></p> <ul style="list-style-type: none"> • job definition • structure of the workplace • job satisfaction • efficiency • employment and unemployment • training and education • introduction of technology into the workplace 	<ul style="list-style-type: none"> • explain the reasons why availability and acceptance of technology varies • think critically about the impact of selected technologies on interpersonal relationships in families • predict how technology will impact on community life in the future • examine the positive and negative effects technology has had with regard to paid and unpaid work, redefining work, the workplace structure, attitudes towards work and implications for career pathways • evaluate the role and responsibilities of employers and employees in adopting technology in the workplace

Students learn about:	Students learn to:
<p>issues related to technological development</p> <ul style="list-style-type: none"> • ethical, eg human reproduction • equity, eg access to information • censorship • electronic media • privacy • computer crime <p>a technology case study</p> <ul style="list-style-type: none"> • conduct a case study of a selected piece of technology 	<ul style="list-style-type: none"> • conduct an investigation to determine the extent of information available on a selected topic through the Internet or other electronic sources • investigate current issues related to technology <ul style="list-style-type: none"> • the study should identify: <ul style="list-style-type: none"> – historical development – impact politically, economically and socially – groups using the technology – other related technological developments – issues related to use and development

Suggested Assessment Strategies

‘Technology has positive and negative effects on the satisfaction of individual needs’. Discuss the statement using examples to illustrate your answer.

Evaluate the extent to which each of the members of your family accepts and accesses different technologies.

Compile a media file with articles and reports about the impact of technology on:

- the family
- work
- communities.

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 lifespan, 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
- Managing workplace and family roles
- Recognising individuals in their workplace

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</p> <ul style="list-style-type: none"> • definitions of work <ul style="list-style-type: none"> – historical – contemporary • paid and unpaid work • value and status of work <p><i>individual and group needs met through work</i></p> <ul style="list-style-type: none"> • self-esteem • financial • social • education • status • lifestyle • career • social conscience • cultural <p>changing work patterns</p>	<ul style="list-style-type: none"> • explain the significant influences that have impacted upon how people perceive work • explore the gendered nature of paid and unpaid work • compare and contrast the needs that are met through paid and unpaid work • apply the methodology of surveying to examine how needs are met
<p>Teacher note: When examining patterns of work, students are required to consider the implications of each for meeting individual and family needs.</p>	
<p><i>patterns of work</i></p> <ul style="list-style-type: none"> • full-time • part-time • casual • permanent • contract • shiftwork • voluntary • self-employment • job share • telecommuting • seasonal • working from home • others 	<ul style="list-style-type: none"> • describe each work pattern and evaluate the suitability of each for different individuals • analyse ABS statistics to determine trends in the Australian workforce

Students learn about:	Students learn to:
<p>recognising individuals in their workplace</p>	
<p>Teacher note: Students are not required to gain a detailed understanding of the content of awards and policies. It is intended that they understand the role of such structures in supporting individuals in their workplace.</p>	
<p><i>rights and responsibilities in the workplace</i></p> <ul style="list-style-type: none"> • employees • employers <p><i>supportive workplace structures</i></p> <ul style="list-style-type: none"> • safe work environment <ul style="list-style-type: none"> – Occupational Health and Safety • work conditions <ul style="list-style-type: none"> – awards – anti-discrimination – grievance procedures • trade unions and employer organisations • workers compensation/WorkCover 	<ul style="list-style-type: none"> • explain the evolution 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

Suggested Assessment Strategies

Create a glossary that defines each of the work patterns.

Prepare a written or oral presentation on strategies individuals can employ to manage multiple role expectations.

Select ONE supportive workplace structure and prepare a summary report about it, highlighting:

- what it is
- who it is available to
- why it was introduced.

10 Course Requirements

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

- the project plan
- the project diary
- the product.

The project plan

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

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.

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 of 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.

community	<p>‘all the people living in a specific locality’ (Australian Concise Oxford Dictionary, 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’ (Macquarie Dictionary, 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’ (Millward 1998 Family Support and Exchange, Family Matters No 50 pp19–23)</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>

flexible work practices	<p>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 employees' 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.</p>
gender construction	<p>In every society, sex differences are given social meanings. Gender refers to social identity which is conferred on the basis of assumed sex and influences how females and males dress, behave and adopt particular roles (Waters and Crook, 1994).</p>
group dynamics	<p>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.</p>
goals	<p>Goals are the aims or ends that individuals or groups wish to achieve. They can be classified as short-term, intermediate or long-term.</p>
long service leave	<p>Long service leave is an entitlement provided under the Long Service Leave Act 1955 (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.</p>
maternity leave	<p>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.</p>
needs	<p>Needs are the necessities of life that are required for survival, physical health and mental health.</p>
parental leave	<p>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.</p>

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.
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	<p>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.</p> <p>'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' (UNESCO, 1985)</p> <p>'the means by which humans extend their power over their surroundings' (Hamilton, 1973)</p> <p>'machines, equipment and their productive technique' (Dictionary of Sociology)</p>
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.