Community and Family Studies

Stage 6
Syllabus

Amended 2013
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2 Rationale for Community and Family Studies in the Stage 6 curriculum

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

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

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

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

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

Stages 1–3
PDHPE K–6

Stages 4–5
PDHPE 7–10

Stage 6
Community and Family Studies
Preliminary and HSC courses

Workplace  TAFE  University  Other
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.

<table>
<thead>
<tr>
<th>Preliminary course modules (100% total)</th>
<th>HSC course core modules (75% total)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resource Management</strong></td>
<td><strong>Research Methodology</strong></td>
</tr>
<tr>
<td>• Basic concepts of resource management.</td>
<td>• Research methodology and skills culminating in the production of an Independent Research Project.</td>
</tr>
<tr>
<td>Indicative course time: 20%</td>
<td>Indicative course time: 25%</td>
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<tr>
<th><strong>Individuals and Groups</strong></th>
<th><strong>Groups in Context</strong></th>
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<tr>
<td>• The individual's roles, relationships and tasks within and between groups.</td>
<td>• The characteristics and needs of specific community groups.</td>
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<tr>
<td>Indicative course time: 40%</td>
<td>Indicative course time: 25%</td>
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<tr>
<th><strong>Families and Communities</strong></th>
<th><strong>Parenting and Caring</strong></th>
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<tr>
<td>• Family structures and functions, and the interaction between family and community.</td>
<td>• Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.</td>
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<tr>
<td>Indicative course time: 40%</td>
<td>Indicative course time: 25%</td>
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<tr>
<th><strong>HSC course option modules (25% total)</strong></th>
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<tbody>
<tr>
<td><strong>Select one of the following options:</strong></td>
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<tr>
<th><strong>Family and Societal Interactions</strong></th>
<th><strong>Social Impact of Technology</strong></th>
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<tr>
<td>• Government and community structures that support and protect family members throughout the life span.</td>
<td>• The impact of evolving technologies on individuals and lifestyle.</td>
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<tr>
<td>Indicative course time: 25%</td>
<td>Indicative course time: 25%</td>
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<tr>
<th><strong>Individuals and Work</strong></th>
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<tr>
<td>• Contemporary issues confronting individuals as they manage roles within both family and work environments.</td>
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<tr>
<td>Indicative course time: 25%</td>
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