

COMMUNITY & FAMILY STUDIES

DOT POINT NOTES



"WALK LIGHTLY IN THE SPRING; MOTHER EARTH IS PREGNANT."

"WE WILL BE KNOWN FOREVER BY THE TRACKS WE LEAVE."

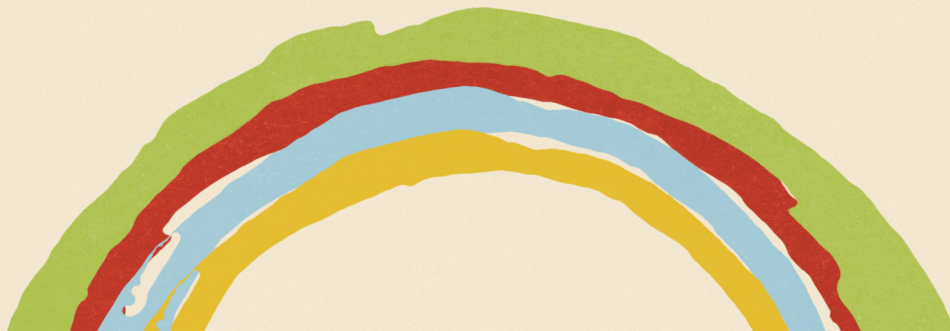
"WE DO NOT INHERIT THE EARTH FROM OUR ANCESTORS, WE
BORROW IT FROM OUR CHILDREN."

NATIVE AMERICAN WISDOM

"If you educate a man you educate one individual, but if you
educate a woman you educate a family."

Fanti people of Ghana

YEAR II CAFS



8 Content: Community and Family Studies Stage 6 Preliminary course

8.1 Preliminary core: Resource Management

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

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

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

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

Module focus

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

Outcomes

A student:

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing.

Students learn about:
fundamental concepts of resource management

wellbeing

- defining wellbeing

Students learn about:

- factors affecting wellbeing
 - emotional
 - economic
 - cultural
 - physical
 - spiritual
 - social

Students learn about:

- individual and group wellbeing

Students learn to:

- explore the concept of wellbeing by considering the following questions:
 - what is the opposite to wellbeing?
 - how do people describe wellbeing?
 - why might there be different understandings of wellbeing?

- ## Students learn to:
- explore the concept of wellbeing by considering the following questions:
 - what is the opposite to wellbeing?
 - how do people describe wellbeing?
 - why might there be different understandings of wellbeing?

Students learn to:

- analyse the relationship between the factors and explain how they can impact on wellbeing

- ## Students learn to:
- analyse the relationship between the factors and explain how they can impact on wellbeing

Students learn to:

- discuss the effect that their own wellbeing can have on the wellbeing of the groups to which they belong

- Students learn to:
- discuss the effect that their own wellbeing can have on the wellbeing of the groups to which they belong

Students learn about:

needs and wants

- defining needs and wants

Students learn about:

- specific needs
 - adequate standard of living (food, clothing, shelter)
 - health
 - education
 - employment
 - safety and security
 - sense of identity

Students learn about:

- Maslow's hierarchy

Students learn to:

- outline a specific need that is significant to them and explain how goal setting can contribute to the satisfaction of that need

Students learn about:

resources

- defining resources

Students learn about:

- specific resources
 - human, eg energy, knowledge, intelligence, sight, language, skills and abilities, motivation
 - non-human, eg food, clothing, money, electricity, shelter

Students learn about:

- interchangeability of resources

Students learn about:

- resource sustainability (to conserve a resource)

Students learn to:

- describe a range of resources and explain how they assist in satisfying specific needs

Students learn to:

- propose how resources could be interchanged to enhance wellbeing in a variety of situations

- propose how resources could be interchanged to enhance wellbeing in a variety of situations

Students learn to:

- outline strategies individuals use to conserve human and non-human resources

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Students learn about:

- influences on resource management**
- factors affecting resource management*
- personal values and past experiences

- influences on resource management
- factors affecting resource management*
 - personal values and past experiences

- *factors affecting resource management*
- personal values and past experiences

- personal values and past experiences

<p>Students learn about:</p> <ul style="list-style-type: none"> • factors influencing availability of and access to resources, eg age, gender, disability, culture, socioeconomic status 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn about:</p> <ul style="list-style-type: none"> • access to support <ul style="list-style-type: none"> – informal, eg relatives, friends, neighbours – formal, eg government agencies, community organisations 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn to:</p> <ul style="list-style-type: none"> • explain how a combination of factors can influence resource management for a range of individuals, including: <ul style="list-style-type: none"> – a person with a disability – a person who is homeless – a 16-year-old male – a retired aged person 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

<p>Students learn to:</p> <ul style="list-style-type: none">• describe how access to support can contribute to the satisfaction of specific needs in a range of situations	
<p>Students learn about:</p> <p><i>personal management skills</i></p> <ul style="list-style-type: none">• planning and organisation	
<p>Students learn about:</p> <ul style="list-style-type: none">• communication<ul style="list-style-type: none">– verbal and non-verbal– assertive, aggressive, passive– characteristics of effective communication	

Students learn about:

- decision making
 - decision-making styles – impulsive, intuitive, hesitant, confident, rational
 - factors influencing decision making

Students learn about:

- problem solving

Students learn to:

- assess the extent to which personal management skills can influence resource management

<p>Students learn to:</p> <ul style="list-style-type: none"> • use scenarios to apply and refine their personal management skills to relevant and contemporary challenges 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn to:</p> <ul style="list-style-type: none"> • identify and challenge gender expectations in regard to personal management skills 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn about:</p> <p>effective resource management</p> <p><i>strategies for effective resource management</i></p> <ul style="list-style-type: none"> • using interchangeable resources 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

<p>Students learn about:</p> <ul style="list-style-type: none">• adopting sustainable behaviours	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn about:</p> <ul style="list-style-type: none">• accessing support	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn about to:</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

<p>Students learn about:</p> <ul style="list-style-type: none"> developing personal management skills 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn about:</p> <ul style="list-style-type: none"> engaging in education or training 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn to:</p> <ul style="list-style-type: none"> propose and evaluate strategies individuals can adopt to effectively manage their resources in a range of life contexts, eg caring for a family member, completing the HSC, seeking employment 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Students learn about:

- *interviews as a primary research method*
 - constructing, conducting, recording responses
 - structured and unstructured

- constructing, conducting, recording responses
 - structured and unstructured

- structured and unstructured

- advantages and disadvantages

- analysing research results

Students learn to:

- use interviews as a research method by:
 - designing an interview to investigate how accessing support can contribute to effective resource management
 - conducting interviews and recording responses
 - analysing the data to determine the extent to which accessing support assists individuals to manage their resources effectively

- use interviews as a research method by:
 - designing an interview to investigate how accessing support can contribute to effective resource management
 - conducting interviews and recording responses
 - analysing the data to determine the extent to which accessing support assists individuals to manage their resources effectively

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8.2 Preliminary core: Individuals and Groups

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

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

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

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

Module focus

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

Outcomes

A student:

P1.2 proposes effective solutions to resource problems

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

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

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

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

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

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

Students learn about:
groups in the community
types of groups

- family and friendship groups

[illegible]

Students learn about:

- sporting and leisure groups

[illegible]

Students learn about:

- study and work groups

This image shows a blank sheet of white paper designed for handwriting practice. It features ten sets of horizontal ruling lines. Each set consists of a solid black line at the top and a dashed black line below it, creating a guide for letter height. A single solid black line runs vertically along the right edge of the page, serving as a margin. The rest of the page is left blank for writing.

Students learn about:

- religious groups

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Students learn about:

- cultural groups

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Students learn about:

- other specific groups within the community

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Students learn to:

- explore various types of groups in the community and explain why each group has formed

Students learn about:

reasons for group formation

- locality/geography

Students learn about:

- gender

<p>Students learn about:</p> <ul style="list-style-type: none">shared interest/common goal	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn about:</p> <ul style="list-style-type: none">security	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn about:</p> <ul style="list-style-type: none">sexuality	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Students learn about:

- specific need

- specific need

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Students learn about:

- social interaction

- social interaction

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Students learn about:

- culture

- culture

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

Students learn about:

- religion

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Students learn about:

- other

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Students learn to:

- critically examine groups to which they belong by:
 - identifying the type of group
 - explaining why each group formed
 - justifying why they belong to each group

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Students learn about:
roles individuals adopt within groups

specific roles of individuals

- the specific roles adopted by individuals in groups
 - to ensure tasks are achieved
 - to maintain/build relationships
 - to influence the group's progress

Students learn about:

- norms, conformity, and cohesiveness within and among groups

Students learn to:

- compare the specific roles various individuals adopt within a range of school and community groups

<p>Students learn to:</p> <ul style="list-style-type: none"> determine the specific roles they adopt in the groups to which they belong and propose how and why their roles may vary 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn to:</p> <ul style="list-style-type: none"> explore how individuals can influence a group's progress and discuss the impact this can have on group cohesiveness 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn about:</p> <p><i>factors that contribute to the role they adopt within groups</i></p> <ul style="list-style-type: none"> personal factors <ul style="list-style-type: none"> self-esteem self-confidence sense of belonging education heredity previous experience culture 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Students learn to:

- assess the extent to which personal factors impact on the role they adopt within groups

- Students learn to:
- assess the extent to which personal factors impact on the role they adopt within groups

Students learn about:

- social factors
 - relationship with group members
 - attitudes of group members, eg peer acceptance
 - gender expectations
 - media

- Students learn about:
- social factors
 - relationship with group members
 - attitudes of group members, eg peer acceptance
 - gender expectations
 - media

Students learn to:

- explain how social factors contribute to an individual's sense of belonging within a group

- Students learn to:
- explain how social factors contribute to an individual's sense of belonging within a group

Students learn about:

- presenting research findings

- presenting research findings

Students learn to:

- observe the specific roles various individuals adopt within groups, and present research findings

- observe the specific roles various individuals adopt within groups, and present research findings

Students learn about:

- **power within groups**
- *power bases*
 - legitimate

power within groups

power bases

- legitimate

- *power bases*
- legitimate

- legitimate

Students learn about:

- reward

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Students learn about:

- coercive

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Students learn about:

- referent

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Students learn about:

- expert

Students learn to:

- evaluate the impact of power bases used by individuals in a range of groups

Students learn about:

leadership

- self-leadership

<p>Students learn about:</p> <ul style="list-style-type: none"> • leadership styles, eg autocratic, democratic, laissez faire, transformational 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn about:</p> <ul style="list-style-type: none"> • leadership adaptability and flexibility 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn to:</p> <ul style="list-style-type: none"> • assess the role of self-leadership in contributing to positive interpersonal relationships and task achievement 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Students learn to:

- compare styles of leadership and assess the effectiveness of each in a variety of situations, eg small workplace, committee

- compare styles of leadership and assess the effectiveness of each in a variety of situations, eg small workplace, committee

Students learn about:

- *factors influencing leadership*
- type of task

Students learn about:

- *factors influencing leadership*
- type of task

- Students learn about:
- *factors influencing leadership*
 - type of task

Students learn about:

- knowledge and skills within the group

- ## Students learn about:
- knowledge and skills within the group

Students learn about:

- attitudes of individuals within the group

Students learn about to:

- relationship between group members

Students learn to:

- justify the importance of leadership adaptability by examining how each factor can influence different styles of leadership

causes of conflict

- incompatible goals

- individual differences/personality

- limited resources

Students learn about:

- ineffective communication

Students learn about:

- varying values

Students learn about:

- multiple role expectations

8.3 Preliminary core: Families and Communities

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

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

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

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

Module focus

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

Outcomes

A student:

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

P1.2 proposes effective solutions to resource problems

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

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

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

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

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

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

P6.1 distinguishes those actions that enhance wellbeing.

Students learn about:

families

family

- defining family

Students learn about:

- the Australian Census Dictionary glossary definition of family

Students learn to:

- examine definitions of family and propose reasons for the variations

Students learn about:

family structures

- adoptive

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Students learn about:

- blended

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Students learn about:

- childless

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Students learn about:

- communal

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Students learn about:

- de facto

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Students learn about:

- extended

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Students learn about:

- foster

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Students learn about:

- nuclear

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Students learn about:

- same-sex couple

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Students learn about:

- sole parent

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Students learn about:

- kinship

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Students learn to:

- compare and contrast different family structures

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Students learn about:

- *roles individuals adopt within families*
- satisfying specific needs

Students learn about:

- *roles individuals adopt within families*
- satisfying specific needs

- Students learn about:
- *roles individuals adopt within families*
 - satisfying specific needs

Students learn about:

- building relationships

- # Students learn about:
- building relationships

Students learn about:

- promoting wellbeing

- ## Students learn about:
- promoting wellbeing

Students learn to:

- outline the roles within families

- outline the roles within families

Students learn to:

- analyse how different family structures can influence the roles individuals adopt

- analyse how different family structures can influence the roles individuals adopt

Students learn about:

- **communities**
- *communities*
- definitions of a community

communities
communities

- definitions of a community

- *communities*
- definitions of a community

- definitions of a community

<p>Students learn about:</p> <ul style="list-style-type: none"> reasons for community formation, eg common interest/purpose 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn to:</p> <ul style="list-style-type: none"> use data from the Australian Bureau of Statistics (ABS) to identify the groups that make up their local community 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn about:</p> <p><i>questionnaires as a primary research method</i></p> <ul style="list-style-type: none"> developing reliable questions 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Students learn about:

- collecting and recording data

Students learn about:

- advantages and disadvantages

Students learn to:

- construct a questionnaire that could be used to identify the demographics of their local community

Students learn to:

- use tallying to record research data collected from numerous questionnaires

Students learn about:

levels of community organisation

- local

Students learn about:

- state

Students learn about:

- national

Students learn about:

- global

Students learn to:

- analyse ways that groups within communities can meet the specific needs of people from a local to a global level

Students learn about:

- *roles groups adopt within communities*
- satisfying specific needs

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

- Students learn about:
 - building relationships

This image shows a full page of white paper with ten horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and extend across the entire width of the page. There is no text or other markings on the paper.

Students learn about:

- promoting wellbeing

[illegible]

<p>Students learn to:</p> <ul style="list-style-type: none"> investigate how groups have assisted individuals to overcome adversity through the roles they have adopted within the community. Consider groups such as: <ul style="list-style-type: none"> charity groups religious groups health services groups emergency services groups 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn about:</p> <p><i>decision making in communities</i></p> <ul style="list-style-type: none"> influences on decision making <ul style="list-style-type: none"> legislation environmental factors lobbying and community petitions protesting 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn about:</p> <ul style="list-style-type: none"> processes <ul style="list-style-type: none"> arbitration consensus election voting referendum 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

<p>Students learn to:</p> <ul style="list-style-type: none"> • explain how each factor influences decisions within the community 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn to:</p> <ul style="list-style-type: none"> • explore the processes used to make decisions in the community, eg local council meeting, resident management groups, tribunal 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn to:</p> <ul style="list-style-type: none"> • examine a local community decision or proposal by: <ul style="list-style-type: none"> – identifying the roles of individuals and groups – the factors influencing the decision-making process – the processes employed to make the decision – the outcome(s) or potential outcome(s) of the decision 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Students learn about:
managing change in families and communities
nature of change

- internal and external

- *nature of change*
- internal and external

- internal and external

Students learn about:

- planned and unplanned

- planned and unplanned

Students learn about:

- temporary and permanent

- temporary and permanent

Students learn about:

- environmental

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Students learn about:

- legislation

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Students learn about:

- technology

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<p>Students learn about:</p> <p><i>types of support</i></p> <ul style="list-style-type: none"> informal, eg relatives, friends, neighbours 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn about:</p> <ul style="list-style-type: none"> formal, eg government agencies, community organisations 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Students learn to:</p> <ul style="list-style-type: none"> investigate how informal and formal support assists to manage change 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Students learn about:
socialisation of individuals within families and communities

stages of the life span

- infancy

- infancy

- childhood

- adolescence

Students learn about:

- adulthood

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Students learn about:

- the aged

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Students learn about to:

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Students learn to:

- analyse the specific needs that are of greatest significance to the individual at each stage of the life span

- Students learn to:
- analyse the specific needs that are of greatest significance to the individual at each stage of the life span

literature review as a secondary research method

Literature review as a secondary research method

- ### *Literature review as a secondary research method*

- advantages and disadvantages

- advantages and disadvantages

Students learn to:

- access sources of secondary data in order to conduct a literature review on socialisation throughout the life span

- Students learn to:
- access sources of secondary data in order to conduct a literature review on socialisation throughout the life span

influences on socialisation

- Students learn about:
- influences on socialisation
 - relatives

- peers

- Students learn about:
- peers

Students learn about:

- paid carers

- paid carers

[illegible]

Students learn about:

- health professionals

- health professionals

This image shows a full page of white paper with ten horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and extend across the entire width of the page. There is no text or other markings on the paper.

Students learn about:

- online networks

- online networks

[illegible]

Students learn about:

- media

[illegible]

Students learn about:

- print and digital information

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Students learn to:

- assess how family and other groups within the community contribute to socialisation during infancy and childhood

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

