

## 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."

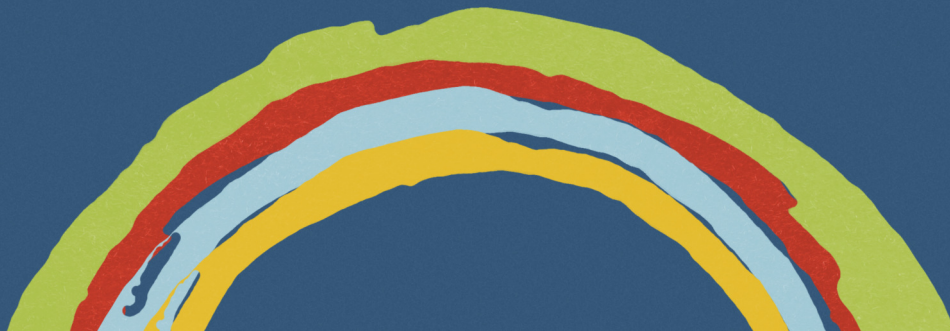
"WE DO NOT INHERIT THE EARTH FROM OUR ANCESTORS, WE  
BORROW IT FROM OUR CHILDREN."

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 12 CAFS



## **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.

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 course is designed so that elements of the Independent Research Project can be facilitated by the teacher. 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:

- types of data
  - primary and secondary
  - qualitative and quantitative

Students learn about:

- sources of data
  - individuals and groups
  - print and digital

Students learn about:

- reliability and validity



Students learn to:

- examine data from print and electronic sources to determine the key findings

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 width of the page. There are no margins, text, or other markings on the paper.

Students learn to:

- discuss the advantages and limitations of each of the sources of data

[illegible]

Students learn to:

- explain how sampling contributes to reliable and valid research

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## Students learn to:

- assess the importance of ethical behaviour when conducting research by considering the following:
  - sensitive research topics
  - confidentiality
  - research bias
  - crediting sources of data

- [illegible]

**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 by conducting research.

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## Students learn about:

- interviews

- interviews

[illegible]

## Students learn about:

- case studies

- case studies

[illegible]

## Students learn about:

- observations

- observations

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:

- literature reviews

Students learn to:

- describe each research methodology and evaluate the suitability of each for different research topics

Students learn to:

- select and utilise appropriate research methods to conduct research

**Teacher note:** Students conduct research on a chosen topic. The research process can be applied as a teacher-facilitated or student-centred activity provided it is in line with the requirements of the Independent Research Project (Section 10). Students should be encouraged to follow ethical procedures throughout the research process.

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<p>Students learn about: <i>research process</i></p> <ul style="list-style-type: none"> <li>• planning for research <ul style="list-style-type: none"> <li>– formulating a research proposal</li> <li>– managing resources, eg time, materials</li> </ul> </li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Students learn about:</p> <ul style="list-style-type: none"> <li>• conducting research <ul style="list-style-type: none"> <li>– accessing sources of data</li> <li>– collecting and recording data</li> <li>– documenting actions and issues</li> </ul> </li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>Students learn about:</p> <ul style="list-style-type: none"> <li>• interpreting research <ul style="list-style-type: none"> <li>– presenting research findings</li> <li>– analysing research results</li> <li>– drawing conclusions from research</li> </ul> </li> </ul>	<p>.....</p> <p>.....</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"> <li>• apply the research process to a chosen topic by: <ul style="list-style-type: none"> <li>– selecting a research focus</li> <li>– selecting appropriate sampling methods</li> <li>– proposing how the research will be conducted</li> <li>– creating a timeline for research goals</li> <li>– accessing relevant sources of secondary data</li> <li>– using suitable research methods to collect and record primary and secondary data</li> <li>– recording actions and proposing solutions to any research issues</li> <li>– presenting primary data in graphs, tables or written reports</li> <li>– comparing key findings from primary and secondary data</li> <li>– forming research-based conclusions and making recommendations</li> </ul> </li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<ul style="list-style-type: none"> <li>– crediting sources of data by means of bibliography and appendix</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

## 9.2 HSC core: Groups in Context

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

This module builds upon students' knowledge and understanding acquired in the Preliminary course modules Resource Management and Individuals and Groups.

Students explore **FOUR** specific groups within the community who may be experiencing inequities by examining the nature of the group, their specific needs and level of access to services.

Students undertake a detailed investigation of **TWO** groups to examine the role that positive social environments can have on enhancing the wellbeing of the group and individuals within the group.

### Module focus

- Specific groups within the community
- Exploring the specific groups within the community
- Issues of concern for specific groups within the community
- Creating positive social environments

### 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.

**Teacher note:** Students are required to study the following content in relation to **FOUR** specific groups within the community. All students must study the **TWO** groups in category A plus **TWO** groups selected from category B.

Students learn about: <b>Specific groups within the community</b> <b>Category A groups</b> <b>(Mandatory groups)</b> <ul style="list-style-type: none"><li>• People with disabilities</li><li>• Youth</li></ul>	
Students learn to: <b>Category B groups</b> <b>(Select 2 groups)</b> <ul style="list-style-type: none"><li>• Aged</li><li>• Culturally and Linguistically Diverse communities</li><li>• Aboriginal and Torres Strait Islander peoples</li><li>• Rural and remote families</li><li>• Gay, Lesbian, Bisexual, Transgender, Intersex communities</li><li>• Sole parents</li><li>• Homeless people</li></ul>	



<p>Students learn about:</p> <ul style="list-style-type: none"> <li>terminology used by the community to describe the group</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</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"> <li>utilise reliable sources of data to examine the nature of each group by considering the following questions: <ul style="list-style-type: none"> <li>what is the prevalence of the group within Australia?</li> <li>what determines whether an individual is part of the group?</li> <li>how might individuals vary within the group?</li> </ul> </li> </ul>	<p>.....</p> <p>.....</p> <p>.....</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"> <li>recognise that the community uses positive and negative terminology to describe each group. Discuss the impact this might have on individuals within the group</li> </ul>	<p>.....</p> <p>.....</p> <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:  
**issues of concern for the four specific  
 groups within the community**  
*satisfaction of needs*

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

Students learn to:

- identify and prioritise the specific needs of each group

Students learn to:


- justify the TWO most significant needs for each group and discuss the implications if these are not met





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**Teacher note:** Students are required to study the following content in relation to the **TWO** groups selected and studied from **category B**.

[illegible]

Students learn about:

- **creating positive social environments**
- *addressing the groups' issues of concern*
- government policy and legislation

[illegible]

## Students learn about:

- organisations within the community that support the group

[illegible]

Students learn about:

- equity issues

- equity issues

[illegible]

## Students learn to:

- examine government policy and legislation to determine its role in ensuring equity for each group

- examine government policy and legislation to determine its role in ensuring equity for each group

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## Students learn to:

- critically analyse the extent to which organisations within the community assist in satisfying the needs of each group

- critically analyse the extent to which organisations within the community assist in satisfying the needs of each group

[illegible]

<p>Students learn to:</p> <ul style="list-style-type: none"><li>investigate a current inequity issue faced by each group and propose strategies to address the issue</li></ul>	
<p>Students learn about: <i>positive influences on community attitudes</i></p> <ul style="list-style-type: none"><li>contributions the group makes within the community</li></ul>	
<p>Students learn about:</p> <ul style="list-style-type: none"><li>advocacy (speaking up for the group's needs and concerns)<ul style="list-style-type: none"><li>raising awareness within the community</li><li>educating the community</li><li>promoting the rights of the group</li></ul></li></ul>	

<p>Students learn to:</p> <ul style="list-style-type: none"><li>• explore ONE example of what each group has done to try to improve community attitudes, and assess the impact this has had on the wellbeing of the group</li></ul>	<p>.....</p> <p>.....</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"><li>• outline how community organisations advocate for each group and describe the positive influence it can have on community attitudes</li></ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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## 9.3 HSC core: Parenting and Caring

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

In this module, students develop their understanding of the types of parents and carers and how to best prepare for the role of a parent or carer in order to optimise the wellbeing of a dependant.

Students are required to analyse factors affecting the parenting and caring role including characteristics of the dependant, personal and social influences, as well as parenting and caring styles. Both the informal and formal support available to assist parents and carers in their role are also examined.

### Module focus

- Becoming a parent or carer
- Factors affecting the parenting and caring role
- 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:  
**becoming a parent or carer**  
*types of parents and carers*

- biological parents

[illegible]

- social parents
  - adoption
  - fostering
  - step-parenting
  - surrogacy

- social parents
  - adoption
  - fostering
  - step-parenting
  - surrogacy

[illegible]

- carers
  - primary
  - informal and formal

- carers
  - primary
  - informal and formal

[illegible]

<p>Students learn to:</p> <ul style="list-style-type: none"> <li>describe the different types of parents and carers</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</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"> <li>explore the impact of legal, social and technological change on social parents by considering changes in: <ul style="list-style-type: none"> <li>legislation</li> <li>community beliefs and attitudes</li> <li>reproductive technology</li> </ul> </li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</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"> <li>examine current research data on primary carers to determine the: <ul style="list-style-type: none"> <li>significance of age and gender</li> <li>reasons for carers taking on the role, eg emotional obligation, alternative care too costly</li> </ul> </li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <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:

- *the roles of parents and carers*
- satisfying the specific needs of the dependant

- satisfying the specific needs of the dependant

- satisfying the specific needs of the dependant

Students learn about:

- building a positive relationship with the dependant

- building a positive relationship with the dependant

Students learn about:

- promoting the wellbeing of the dependant

- promoting the wellbeing of the dependant





Students learn about:

- **factors affecting the roles of parents and carers**
- *characteristics of the dependant*
- age

[illegible]

## Students learn about:

- skills/capabilities

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Students learn about:

- special needs, eg illness, disability

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<p>Students learn to:</p> <ul style="list-style-type: none"> <li>describe how the characteristics of the dependant can affect the roles of the parent or carer</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</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>influences on parents and carers</i></p> <ul style="list-style-type: none"> <li>personal <ul style="list-style-type: none"> <li>culture, customs and tradition</li> <li>religion/spirituality</li> <li>education</li> <li>previous experience</li> <li>own upbringing</li> <li>multiple commitments, eg work, study, sport, family</li> <li>socioeconomic status</li> <li>special needs, eg illness, disability</li> </ul> </li> </ul>	<p>.....</p> <p>.....</p> <p>.....</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"> <li>social <ul style="list-style-type: none"> <li>community attitudes</li> <li>gender expectations</li> <li>media stereotypes</li> </ul> </li> </ul>	<p>.....</p> <p>.....</p> <p>.....</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"><li>• examine each influence to determine its effect on parenting and caring</li></ul>	<p>.....</p> <p>.....</p> <p>.....</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"><li>• propose strategies to assist parents and carers to manage their multiple commitments</li></ul>	<p>.....</p> <p>.....</p> <p>.....</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"><li>• describe how social influences affect the roles of parents and carers</li></ul>	<p>.....</p> <p>.....</p> <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:

- democratic

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Students learn about:

- permissive/indulgent

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Students learn about:

- negligent

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Students learn to:

- explore each parenting or caring style and assess the impact it can have on the roles of parents and carers

Students learn about:

rights and responsibilities in parenting and caring

- legal rights of parents, carers and dependants

Students learn about:

- responsibilities of parents and carers
  - duty of care
  - setting limits
  - discipline

<p>Students learn to:</p> <ul style="list-style-type: none"> <li>analyse the impact of legal rights on the wellbeing of parents, carers and dependants by considering the following: <ul style="list-style-type: none"> <li>health and medical decisions</li> <li>education and schooling</li> <li>financial support</li> </ul> </li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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<p>Students learn to:</p> <ul style="list-style-type: none"> <li>discuss how the responsibilities of parents and carers contribute to building a positive relationship with the dependant</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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<p><b>Teacher note:</b> Students are not required to gain a detailed understanding of support groups, agencies or services for parents and carers. The intent is for students to examine how support for parents and carers assists and impacts on their roles, responsibilities and wellbeing.</p>	
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Students learn about:  
**support for parents and carers**  
*types of support*

- informal
  - relatives, friends, neighbours

- informal
  - relatives, friends, neighbours

- formal
  - government agencies
  - community organisations

- government agencies
- community organisations

- community organisations

- explain how different types of support can assist parents and carers to:
  - prepare for their roles
  - fulfil their responsibilities
  - maintain their own wellbeing

- prepare for their roles
- fulfil their responsibilities
- maintain their own wellbeing

- fulfil their responsibilities
- maintain their own wellbeing

- maintain their own wellbeing

Students learn about:

- *types of services provided through formal support*
- health care

[illegible]

Students learn about:

- education

[illegible]

## Students learn about:

- financial support

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Students learn about:

- childcare

- childcare

[illegible]

Students learn about:

- respite care

- respite care

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## Students learn about:

- counselling

- counselling

[illegible]

## Students learn to:

- assess the impact accessing formal support services can have on the wellbeing of:
  - young carers
  - aged carers
  - first-time parents
  - working parents

- assess the impact accessing formal support services can have on the wellbeing of:
  - young carers
  - aged carers
  - first-time parents
  - working parents

This image shows a full page of primary-ruled paper. It contains ten identical horizontal rows. Each row is defined by three lines: a solid top line, a dashed midline, and a solid bottom line. The entire page is white, and there are no margins or other markings.[illegible][illegible][illegible]

## 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. Students will examine how government and community structures support and protect family members at all stages of the life span. This module draws attention to significant legislation and highlights the role of these laws and community organisations in supporting wellbeing and 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
- 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:

- **supporting and protecting individuals and families**
- *role of legislation*
- to protect members of society

*role of legislation*

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

- to promote a just and cohesive society

- [illegible]

- to set guidelines for socially acceptable behaviour

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- This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. 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 about:

- to provide processes to settle disputes peacefully

Students learn about:

- to outline what governments can and cannot do

Students learn to:

- describe how legislation can support and protect individuals and families in contemporary society



<p>Students learn about:</p> <ul style="list-style-type: none"> <li>government agencies that implement and monitor these laws, eg NSW Commission for Children and Young People</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</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"> <li>examine current NSW child protection legislation by: <ul style="list-style-type: none"> <li>locating and identifying current NSW child protection legislation</li> <li>describing the areas of regulation, eg reporting children at risk, working with children checks</li> <li>evaluating its effectiveness in supporting and protecting the welfare of children</li> </ul> </li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</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>the community's role in providing for the wellbeing of children</i></p> <ul style="list-style-type: none"> <li>children's services</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <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:

- schools and out-of-school care

[illegible]

Students learn about:

- leisure activities

[illegible]

Students learn about:

- not-for-profit organisations and support groups

[illegible]

<p>Students learn to:</p> <ul style="list-style-type: none"> <li>investigate the provisions made by their local community to protect the welfare of children</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</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"> <li>identify a community support organisation that provides for the wellbeing of children and evaluate the services it provides, eg Kidsafe NSW</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</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><b>assisting young people to become young adults</b></p> <p><i>the government's role in regulating rights of young people</i></p> <ul style="list-style-type: none"> <li>licensing drivers</li> </ul>	<p>.....</p> <p>.....</p> <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:

- school attendance

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Students learn about:

- access to tobacco and alcohol

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Students learn about:

- gambling regulations

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Students learn about:

- right to vote

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Students learn about:

- legal age for sexual relationships and marriage

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Students learn about:

- gaining other entitlements, eg passport

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<p>Students learn about:</p> <ul style="list-style-type: none"> <li>workplace protections, eg minimum wage</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</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"> <li>debate the age appropriateness of the rights afforded to young people through the law. Consider questions such as: <ul style="list-style-type: none"> <li>are all 17-year-olds responsible enough to drive safely?</li> <li>should the minimum age for alcohol be raised?</li> </ul> </li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</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"> <li>identify and evaluate the meaning and purpose of adolescent rites of passage</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <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:

- examine differing societal expectations of young females and young males as they assume increasing rights, responsibilities and opportunities

Students learn about:

*the community's role in supporting young people*

- health care

Students learn about:

- leisure and recreation

<p>Students learn about:</p> <ul style="list-style-type: none"> <li>community support organisations, eg online youth mental health services</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</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"> <li>investigate a community support organisation and describe how it provides for the wellbeing of young people, eg ReachOut Australia</li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</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><b>being a responsible adult family member</b></p> <p><i>government's role in supporting adults and families</i></p> <ul style="list-style-type: none"> <li>current legislation supporting adults and families             <ul style="list-style-type: none"> <li>laws relating to family</li> <li>laws relating to adoption</li> <li>laws relating to assisted reproductive technology</li> </ul> </li> </ul>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <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:

- women's refuges

Students learn about:

- community support organisations, eg Centacare, St Vincent de Paul Society

Students learn to:

- identify a community support group that provides for the wellbeing of adults and families and evaluate the services it provides

Students learn about:  
**the aged**  
*issues for the aged*

- government legislation and entitlements for the aged

- government legislation and entitlements for the aged

- government legislation and entitlements for the aged

## Students learn about:

- community support for the aged

- community support for the aged

## Students learn about:

- recognising the aged as a valuable community resource

- recognising the aged as a valuable community resource

## Students learn to:

- conduct a case study on the aged by considering the following questions:
  - what are the current and future issues for the aged?
  - how do government entitlements assist the aged in planning for retirement?
  - what is available in the community to support the housing needs of the aged?
  - how can the community recognise the aged as valuable citizens?

- conduct a case study on the aged by considering the following questions:
  - what are the current and future issues for the aged?
  - how do government entitlements assist the aged in planning for retirement?
  - what is available in the community to support the housing needs of the aged?
  - how can the community recognise the aged as valuable citizens?

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## 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 life span, 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
- Structures that support individuals in the workplace
- Managing individual and workplace roles
- Youth employment

### 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:

- **the nature of work**
- *reasons people work*
- to meet specific needs

**the nature of work**

*reasons people work*

- to meet specific needs

- *reasons people work*
- to meet specific needs

- to meet specific needs

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Students learn about:

- economic

- economic

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Students learn about:

- value and status

- value and status

[illegible]



Students learn to:

- describe how work can contribute to the satisfaction of specific needs

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Students learn to:

- compare and contrast the needs that are met through paid and unpaid work

[illegible]

Students learn to:

- explain how values and status of work impact on how a person perceives work

[illegible]

Students learn about:

*the labour force*

- labour force concepts and terms
  - labour force
  - employed
  - unemployed
  - employed part time
  - employed full time
  - participation rate

Students learn about:

- labour force participation across the life span

Students learn to:

- research and identify current trends in the labour force in regards to age and gender







Students learn about:  
**structures that support individuals in the workplace**

*rights and responsibilities*

- employees
- employers

Students learn to:

- explain the importance of rights and responsibilities in the workplace

Students learn about:

*workplace structures*

- legislation, eg health and safety, equal employment opportunity

Students learn about:

- work conditions, eg awards, grievance procedures

Students learn about:

- trade unions

Students learn about:

- flexible work patterns and practices, eg job share, flexible work arrangements

<p>Students learn about:</p> <ul style="list-style-type: none"><li>• workplace culture, eg childcare, prayer room, kitchen</li><li>• leave entitlements, eg parental, carers</li></ul>	<p>.....</p> <p>.....</p> <p>.....</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"><li>• analyse how rights and responsibilities are supported by workplace structures and affect:<ul style="list-style-type: none"><li>– the wellbeing of the employer and employee in the workplace</li><li>– efficient work practices</li></ul></li></ul>	<p>.....</p> <p>.....</p> <p>.....</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"><li>• examine the extent to which the workplace can provide equal access to work entitlements for females and males</li></ul>	<p>.....</p> <p>.....</p> <p>.....</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"><li>• using technology</li><li>• accessing support</li><li>• utilising workplace structures</li></ul>	
<p>Students learn to:</p> <ul style="list-style-type: none"><li>• devise strategies that individuals can utilise to effectively manage multiple role expectations caused by changing circumstances</li></ul>	
<p>Students learn about:</p> <p><b>youth employment</b></p> <p><i>issues that impact on youth employment</i></p> <ul style="list-style-type: none"><li>• personal management skills required in the workplace</li></ul>	

Students learn about:

- steps taken to prepare and plan for a career

[illegible]

Students learn about:

- predominant patterns of work of young people

[illegible]

Students learn about:

- predominant patterns of work of young people

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