

 **Liverpool Girls’ High School**

 *Innovation Excellence Learning*

 **Community and Family Studies**

 STAGE 6 PRELIMINARY ~ COURSE OUTLINE

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

**MAIN TOPICS COVERED**

*Preliminary Course*

* **Resource Management -** Basic concepts of the resource management process (approximately 20% of course time).
* **Individuals and Groups** - The individual’s roles, relationships and tasks within groups (approximately 40% of course time).
* **Families and Communities -** Family structures and functions and the interaction between family and community (approximately 40% of course time).

**PARTICULAR COURSE REQUIREMENTS**

Students are required to complete an Independent Research Project as part of the HSC internal assessment. 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.

**SYLLABUS 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

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

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

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

**P2.4** analyses the interrelationships 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

**P5.1** applies management processes to maximise the efficient use of resources

**P6.1** distinguishes those actions that enhance wellbeing

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

**P7.1** appreciates differences among individuals, groups and families within communities and values their contributions to society

**P7.2** develops a sense of responsibility for the wellbeing of themselves and others

**P7.3** appreciates the value of resource management in response to change

**P7.4** values the place of management in coping with a variety of role expectations

**BOSTES PRELIMINARY ASSESSMENT INFORMATION**

|  |  |
| --- | --- |
| **Component** | **Weighting** |
| Knowledge and understanding of how the following impact on wellbeing: • resource management • positive relationships • range of societal factors • nature of groups, families and communities  | 40 |
| Skills in: • applying management processes to meet the needs of individuals, groups, families and communities • planning to take responsible action to promote wellbeing  | 25 |
| Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating  | 35 |
|  | **100** |

EVIDENCE OF LEARNING (Assessment)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Task No.** | **Targeted Outcomes** | **Learning Context** | **Task** | **Date Due** | **Weighting** | **Marks** |
| A | B | C |
| 1 | P – 1.1, 1.2, 3.2, 4.1, 4.2, 5.1, 6.1 | Resource Management | Film Viewing – Case study analysis | Term 1Week 9 | 5% | 5% | 10% | 20% |
| 2 | P – 1.2, 2.1, 2.3,  | Individuals and Groups | Research Project | Term 2Week 9 | 15% | 5% | 20% | 40% |
| 3 | All Outcomes | All Modules | End of Course Examination | Term 3Wks 9-10 | 20% | 15% | 5% | 40% |
| **TOTAL** | **40%** | **25%** | **35%** | **100%** |

**REPORTING PERFORMANCE AND ACHIEVEMENT IN PRELIMINARY COURSES**

The Common Grade Scale shown below is used to report student achievement and performance in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance and achievement at each of five grade levels.

|  |  |
| --- | --- |
| A | The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| B | The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| C | The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| D | The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| E | The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas. |