

Year 12 Community and Family Studies

Scope and Sequence – 2021 / 2022

	1	2	3	4	5	6	7	8	9	10	11
TERM 4	<p>Core 1 - Research Methodologies</p> <p>Outcomes : H4.1 , H4.2</p> <p>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.</p> <p>Module focus: Research methodology</p> <p>Skills:</p> <ul style="list-style-type: none"> - knowledge and understanding about research methodology and skills in researching, analysing and communicating - Collecting, analysing and organising information provides the process by which students will conduct research. - 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. - skills in effective communication. - working with others and in teams - written response – Short answer Questions. - Multiple choice response. <p>LDW : Grit, Focus, Teamwork, Curiosity, Empathy</p>										
	Assessment Task Independent Research Project: 20% Term 4 – Week10										

	1	2	3	4	5	6	7	8	9	10
TERM 1	<p>Core 3 – Parenting and Caring</p> <p>Outcomes : H1.1 H2.1 H2.2 H2.3 H3.2 H3.4 H5.1 H5.2 H6.1</p> <p>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.</p> <p>Module focus:</p> <ul style="list-style-type: none"> - Becoming a parent or carer - Factors affecting the parenting and caring role - Support for parents and carers 									

	<p>Skills:</p> <ul style="list-style-type: none"> - Knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing - knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing - skills in the application of management processes to meet the needs of individuals, groups, families and communities - skills in effective communication. - working with others and in teams (Collaboration) - written response – Short answer Questions. - Multiple choice response. - Research, - Access to services - Social Parenting styles - Legislations/ legal rights, - Preparations for parenthood - Accessing formal support networks <p>LDW : Grit, Focus, Teamwork, Curiosity, Empathy</p>
Assessment Task Parenting and Caring Research Task – 30% Term 1 Week 8	

	1	2	3	4	5	6	7	8	9	10
TERM 2	<p>Core 2 – Groups in Context</p> <p>Outcomes : H1.1 H2.2 H2.3 H3.1 H3.3 H4.1 H4.2H5. H6.2</p> <p>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.</p> <p>Module focus:</p> <ul style="list-style-type: none"> - 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 <p>Skills:</p> <ul style="list-style-type: none"> - Collecting, analysing and organising information - Problem Solving : 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 - analyse and interpret data before proposing solutions to problems or recommending strategies for future directions - Planning and organising activities - skills in effective communication. - working with others and in teams - written response – Short answer Questions. 									

	<ul style="list-style-type: none"> - Multiple choice response. <p>LDW : Grit, Focus, Think why and how?, Curiosity, Empathy</p>
Assessment Task Groups in Context research Task 20% Term 2 Week 6	

	1	2	3	4	5	6	7	8	9	10
TERM 3	<p>Option: Social Impact of Technology</p> <p>Outcomes : H2.3 H3.4 H4.1H4.2H6.1 Technology plays an important role in redefining society generally and specifically families, communities and the workplace. While technology is often welcomed and accessed by some groups, many inequities and negative social impacts exist. In this module, students examine perceptions of technology and investigate historical 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 and the positive and negative impact of technological developments on families and in communities and the workplace.</p> <p>Module focus:</p> <ul style="list-style-type: none"> - Defining technology - Reasons for the development of technology - Factors affecting access to and acceptance of technology - The impact of technology on lifestyle and wellbeing - Issues related to technological development - A selected piece of technology <p>Skills:</p> <ul style="list-style-type: none"> - knowledge and understanding about research methodology and skills in researching, analysing and communicating - Collecting, analysing and organising information provides the process by which students will conduct research. - 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. - skills in effective communication. - conduct a case study of one piece of technology with emphasis on the impact and role technology has in contemporary society - written response – Short answer Questions. - Written Response – Extended Response <p>LDW : Grit, Focus, Think why and how?, Curiosity,</p>									
	Assessment Task Trial Examination 30% Term 3 Week 1-2									