

# You, Your Family and the Community

LEVEL 1	5 TCE CREDIT POINTS
<b>COURSE CODE</b>	BHY105116
<b>COURSE SPAN</b>	2016 — 2023
<b>READING AND WRITING STANDARD</b>	NO
<b>MATHEMATICS STANDARD</b>	NO
<b>COMPUTERS AND INTERNET STANDARD</b>	NO

This course was delivered in 2021. Use [A-Z Courses](#) to find the current version (if available).

## You, Your Family and the Community Level 1 is designed to enhance learners' life skills by developing their understanding of social issues relating to the world in which they live

The course focuses on issues relating to themselves and their family within a community. Learners will develop awareness of their community as well as the role they, as individuals, and their families play in it.

### Course Description

You, Your Family and the Community develops knowledge about the individual, family and community organisation and interaction. The optional units provide the opportunity to focus on areas of most interest or need for a particular group, while still relating these to family and community dynamics.

All units are presented using an issues-based approach, with the main focus being on how specific issues can affect the individual's personal development and relationships with their families and the broader community.

For the purposes of this course, an 'issue' is understood to be a topic or problem of interest or concern to be investigated and discussed.

The learning will have a practical emphasis.

### Rationale

You, Your Family and the Community Level 1 is designed to enhance learners' life skills by developing their understanding of social issues relating to the world in which they live. The course focuses on issues relating to themselves and their family within a community. Learners will develop awareness of their community as well as the role they, as individuals, and their families play in it.

### Learning Outcomes

On successful completion of this course, learners will be able to:

1. identify roles and functions of both families and communities
2. identify issues affecting themselves, their families and community
3. list community organisations that meet specific needs
4. collate and organise information into simple categories
5. convey information relating to themselves, their families and community
6. communicate information on a range of issues relating to individuals, families and communities
7. outline how issues impact on themselves, their family and the community
8. complete aspects of tasks in agreed timeframes
9. review own performance in relation to tasks.

## **Pathways**

You, Your Family and the Community provides a pathway to other Level 2 courses such as Working with Children and Introduction to Sociology and Psychology.

## **Course Size And Complexity**

This course has a complexity level of 1.

At Level 1, the learner is expected to carry out tasks and activities that draw on a limited range of knowledge and skills. The tasks and activities generally have a substantial repetitive aspect to them. Minimum judgement is needed as there are usually very clear rules, guidelines or procedures to be followed. VET competencies at this level are often those characteristic of an AQF Certificate I.

This course has a size value of 5.

## **Relationship To Other TASC Accredited And Recognised Senior Secondary Course**

This course is designed to be taught as a single, standalone course. However, it also links effectively with a number of other Level 1 courses such as Personal Care and Financial Literacy.

## **Course Delivery**

Each unit may be taught discretely or using an integrated approach whereby several units can be taught concurrently.

Suggested times are an indication only.

## **Course Requirements**

Effective coverage of the content of this course requires some practical engagement with the local community, for example visits to and/or engagement with community organisations and services.

## Course Content

### OVERVIEW

You, Your Family and the Community has **two (2) sections**:

Section A includes three (3) Compulsory Units. This section is **compulsory** for all learners.

Section B contains four (4) Elective Units. Learners must complete **at least one (1) unit**.

SECTION A: <b>COMPULSORY UNITS</b> 35 hours	Units: <ul style="list-style-type: none"><li>• Family</li><li>• Community</li><li>• Social Groups.</li></ul>
SECTION B: <b>ELECTIVE UNITS</b> Choose at least one (1) unit 15 hours	Units: <ul style="list-style-type: none"><li>• Positive Approaches to Health</li><li>• Housing</li><li>• Media</li><li>• Environment.</li></ul>

### COURSE DETAILS

#### SECTION A: COMPULSORY UNITS

(Suggested delivery time 35 hours)

This section will give learners an awareness of different types of families that exist in today's society and the roles that families can play, as well as an understanding of the range of communities that can exist and do exist in the local area of the learner.

Learners will develop an awareness of how the needs of families can be met by the community (e.g. parks, playgrounds, waste removal, community centres), and the role that individuals and families can play within the community (e.g. volunteering at a community centre or fundraising for charity).

#### *FAMILY*

Learners:

- identify the functions of families
- identify their personal family structure and roles in their family
- explore the meaning of significant celebrations and events in their family
- explore other family models
- list ways in which family structures and roles change
- explore specific needs or challenges faced by families
- learn about and locate family support services in the local community.

#### *COMMUNITY*

Learners:

- identify the functions and roles of communities
- list various forms of community
- identify characteristics and strengths of their own community
- explore what makes a safe community safe
- identify their role in their community
- explore their local community with specific needs in mind
- identify services and groups that operate in their community
- engage with local community organisations and services

- explore how to be active community members
- explore the role of local councils in a community
- develop respectful attitudes.

#### *SOCIAL GROUPS*

Learners:

- explore why people form social groups
- explore roles people play in social groups
- identify the types of groups they belong to (e.g. community, family, friendship, club, team, cultural and religious groups)
- identify different groups in their community
- explore the roles of groups in their community
- identify events that raise awareness of issues relating to social harmony.

#### **SECTION B: ELECTIVE UNITS**

Select at least one (1) from the following units.  
(Suggested delivery time 15 hours)

#### *POSITIVE APPROACHES TO HEALTH*

Learners:

- explore the importance of health and wellbeing in relation to themselves and their family
- identify aspects of sexuality and sexual health
- access information about sexual health, including contraception
- identify aspects of mental health
- access information about mental health
- explore the community's role in mental health awareness
- identify annual events that raise awareness of health issues.

#### *HOUSING*

Learners:

- explore housing options available to them
- explore the challenges of not having a safe place to live
- explore ways of finding a place to live
- determine the costs of housing (or living independently)
- explore what housing assistance is available in their community
- explore the responsibilities of renting a house
- determine what needs to be done to set up a house
- identify annual events related to homelessness.

#### *MEDIA*

Learners:

- explore the media they use in their everyday lives
- examine different forms of social media and their impact on themselves, their families and the community
- explore role models portrayed in the media
- investigate ways in which advertising works and how it affects their decision making
- explore online safety.

#### *ENVIRONMENT*

Learners:

- explore the physical environment of the local community
- determine how their local environment impacts on them, their family and the community
- determine ways in which they impact on the environment
- explore environmental programs in their communities
- explore ways in which they can improve the environment
- explore the concept of being part of a larger, global community
- identify annual events that raise awareness of environmental issues.

## Work Requirements

Learners will undertake research on one (1) issue from Section A (Compulsory Units) and one (1) issue from Section B (Optional Units). Research findings may be presented in any of the following formats:

- A3 poster featuring text and pictures (e.g. an advertisement for a community event)
- a pamphlet for a community organisation
- 2 page negotiated study
- 2 minute PowerPoint
- 2 minute oral presentation
- short multimodal presentation.

Each of the two presentations will be made in a different format.

Learners will undertake reviews of their performance in completing assigned tasks. This may involve:

- discussing work/finished task with teacher
- comparing features of own completed task with the task as directed.

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating of 'C' (satisfactory standard) according to the outcomes specified in the standards section of the course document.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation is not described in course standards.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's [quality assurance](#) processes and [assessment](#) information.

Internal assessment of all criteria will be made by the provider. Assessment processes must gather evidence that clearly shows the match between individual learner performance, the standards of the course and the learner's award. Providers will report the learner's rating for each criterion to TASC.

## Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

**Process** – Each provider is responsible for ensuring the integrity and validity of their assessment results against the requirements of the course, including standards, and for maintaining records and documentation that will demonstrate the integrity, accuracy and validity of the award decisions they make each year.

Where TASC identifies sufficient potential for concern about the integrity or validity of a provider's award decisions it will undertake an investigation. After such an investigation is completed, TASC may take action under Section 33 of the *Office of Tasmanian Assessment, Standards and Certification Act 2003* as it considers appropriate, including but not limited to:

- giving the school/college a direction in relation to the provision or assessment of the course (section 33 (2))
- refusing to accept results for this course from the provider (section 33 (4)).

## Criteria

The assessment for You, Your Family and the Community Level 1 will be based on the degree to which the learner can:

1. identify issues relating to individuals, families and communities
2. engage with community organisations
3. communicate information about a range of issues relating to individuals, families and communities
4. complete activities and tasks

## Standards

### Criterion 1: identify issues relating to individuals, families and communities

The learner:

Rating C
identifies issues relating to individuals, families, groups and the community
lists key roles and functions of families, groups and the community
uses skills to locate information
states how issues impact on themselves, their family and the community.

### Criterion 2: engage with community organisations

The learner:

Rating C
lists relevant community organisations that meet specific needs
lists community events and identifies their role in the community
collects and organises information from a small number of relevant sources.

### Criterion 3: communicate information about a range of issues relating to individuals, families and communities

The learner:

Rating C
correctly communicates factual information on a community organisation or service
conveys meaning related to issues in written, oral or multimodal form
uses nominated formats to present information clearly and respectfully.

### Criterion 4: complete activities and tasks

The learner:

Rating C
maintains task focus for agreed periods
correctly undertakes tasks in everyday adult settings
completes tasks/activities in given/agreed timeframes
completes most aspects of a given task/activity
orally reviews own performance.

## Qualifications Available

You, Your Family and the Community Level 1 (with the award of):

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

## Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 4 ratings.

The minimum requirements for an award in You, Your Family and the Community Level 1 are as follows:

SATISFACTORY ACHIEVEMENT (SA)

4 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

2 'C' ratings

## Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

## Course Developer

The Department of Education.

## Expectations Defined By National Standards

There are no statements of national standards relevant to this course.

## Accreditation

The accreditation period for this course is from 1 January 2016 to 31 December 2023.

## Version History

Version 1 – Accredited on 1 June 2015 for use from 1 January 2016 to 31 December 2020. This course replaces You, Your Family and the Community (BHY105111) that expired on 31 December 2015.

Version 1.a - Accreditation renewed on 18 August 2020 for the period 1 January 2021 to 31 December 2021, with the following amendments: refinements of Learning Outcomes and standard elements (Criteria 1 - 4).

Version 1.b - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2023, without amendments.

