



SOCIAL & COMMUNITY STUDIES

Applied Senior Subject

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

Objectives

By the conclusion of the course of study, students should:

- explain concepts and skills that contribute to positive personal development and interpersonal and community relationships. Students use relevant terminology.
- select and use information to identify perspectives and approaches related to relevant issues. Students draw meaning from the perspectives and approaches identified.
- apply their knowledge to determine options. They consider positives and negatives of each option to make decisions that contribute to positive personal development, relationships and social outcomes.
- present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.
- reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

Structure

School	Syllabus selection	Unit 1	Unit 2	Unit 3	Unit 4
MNSHS	Selected unit	<u>Topic B - Healthy choices for mind and body</u>	<u>Topic A - Lifestyle and financial choices</u>	Topic D - Legal and digital citizenship	<u>Topic C - Relationships and work environments</u>
	Assessment	<u>B1 - Project</u> <u>B2 - Investigation</u>	<u>A1 - Project</u> <u>A2 - Extended Response</u>	D1 - Extended response D2 - Project	<u>C1 - Project</u> <u>C2 - Investigation</u>

Assessment

For Social and Community Studies, assessment from Units 3 and 4 are used to determine the student's exit result, and consist of four instruments, specified by the syllabus. These assessments include:

- project
- investigation
- extended response

Assessment Type

Project	Investigation	Extended Response
Students develop a set of recommendations, an instructional text or performance depending on the unit/context.	Students investigate an issue by collecting and examining information to create a response/propose a solution.	Students respond to stimulus across 10-15 hours of class time, demonstrating their ability to explain relevant concepts, examine information about the issue and make decisions using reasoning and evidence.
<p>Recommendations, Instructional text, Performance</p> <p>Develop one of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 800 words <p>Evaluation</p> <p>An evaluation accompanies each project, in the form of one of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words 	<p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 Project	25%	Formative internal assessment 3 Project	25%
Formative internal assessment 2 Investigation	25%	Formative internal assessment Extended response	25%

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 Extended response	25%	Summative internal assessment 3 Project	25%
Summative internal assessment 2 Project	25%	Summative internal assessment Investigation	25%

Pre-requisites

It is recommended that a student have proficient written and verbal communication skills.