

Erindale College

Assessment Period:	2021 S2
Course:	SOCIAL AND COMMUNITY WORK
Unit:	Work with Young People (1.0)
Accreditation:	A
Year:	12

Unit Goals

- communicate effectively with a range of young people
- analyse youth cultures, subcultures and the diversity of young people within the community
- apply principals of ethical decision making in working with young people
- reflect on own biases, background and opinions and their impact on working with young people
- examine current issues facing young people and relevant youth services
- analyse potential stress in work environments and techniques to achieve personal resilience and work / life balance
- plan, implement and evaluate a community project from an individual and group perspective

Content Description

- appropriate communication strategies for engaging with young people
- cultural sensitivities in communication techniques
- professionalism, confidentiality and legal responsibilities in the workplace
- youth cultures, subcultures and youth development from ages 12 to 25
- ethical decision making
- biases, background and personal values that may impact on working with young people
- types of youth services including; centre-based work, drop in centres, recreational facilities, housing and residential services, outreach and home visits, schools, online youth work, web based, emails, discussion rooms and telephone contact
- current issues affecting young people; migrant, refugees and asylum seeker experiences, sexuality, drugs and alcohol, mental health, domestic and relationship violence etc
- signs and sources of stress
- stress management techniques; relaxation, organisational skills
- introduction to a workplace; maintaining work / life balance; understanding job role, priorities, time management and key performance indicators
- the individual, the family, the community and society in relation to priorities and rights
- duty of care and appropriate referrals to deal with personal issues
- develop an understanding of community services and its role in the community sector
- managing group dynamics and facilitating discussion and engagement
- community development principles and practices; structural disadvantage and inequality, social justice and human rights, empowerment, recognition of personal and public political process, commitment to peoples' participation sustainability

Assessment Tasks

Name	Due Date	Weighting
Assignment 1	Assignment 1: 16 August - 20 August	25%
Test 1	Test 1: 6 September - 10 September	25%
Assignment 2	Assignment 2: 18 October - 22 October	25%
Test 2	Test 2: 10 November - 17 November	25%

School Assessment Information

For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

Achievement Standards for SOCIAL AND COMMUNITY WORK A - Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses theories, concepts and models used to explain behaviour and explains their limitations and assumptions on how humans think, feel and act at an individual, group and societal level analyses the nature and purpose of behavioural science and explains the impact of external factors on individuals, groups and society across a range of contexts compares a variety of perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level 	<ul style="list-style-type: none"> discuss theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level discuss the nature and purpose of behavioural science and describes the impact of external factors on individuals, groups and society across a range of contexts discuss perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level 	<ul style="list-style-type: none"> interprets theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level interprets the nature and purpose of behavioural science and describes the impact of external factors on individuals, groups and society across contexts describes perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level 	<ul style="list-style-type: none"> describes theories, concepts and models used to explain behaviour and identifies some limitations and assumptions on how humans think, feel and act at an individual, group and societal level describes the nature and purpose of behavioural science with some reference to the impact of external factors on individuals, groups and society across contexts identifies perspectives and ideas with some reference to how humans think, feel and act at an individual, group and societal level 	<ul style="list-style-type: none"> identifies theories, concepts and models used to explain how humans think, feel and act at an individual, group and societal level identifies the nature and purpose of behavioural science with little or no reference to the impact of external factors on individuals, groups and society across contexts identifies some perspectives and ideas with little or no reference to how humans think, feel and act at an individual, group and societal level
Skills	<ul style="list-style-type: none"> analyses theories, concepts and models to provide an evidence-based critique and discussion for alternatives ways of thinking about behaviour communicates effectively and accurately in a range of modes, styles and genres for specific audiences and purposes plans and undertakes independent inquiries and analyses relevant data and information based on an evaluation of valid and reliable sources 	<ul style="list-style-type: none"> explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour communicates clearly and accurately in a range of modes, styles and genres for specific audiences and purposes plans and undertakes independent inquiries and analyses relevant data and information based on an assessment of valid and reliable sources 	<ul style="list-style-type: none"> describes theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour communicates in a range of modes, styles and genres for specific purposes genres for specific audiences and purposes undertakes guided inquiries and analyses data and information based on a range of appropriate sources 	<ul style="list-style-type: none"> describes theories, concepts and models from a personal perspective with some reference to evidence and alternative ways of thinking about behaviour communicates in some modes and genres for specific audiences and purposes undertakes guided inquiries using limited sources 	<ul style="list-style-type: none"> considers claims from a personal perspective with little or no reference to evidence and alternative ways of thinking about behaviour communicates with little or no reference to audiences and purposes undertakes simple research on a topic with little or no reference to sources