

SYLLABUS QUIZ

Research Methodology

Students learn about:	Students learn to:
<i>Research fundamentals</i> • the purpose of research, eg _____ _____ • the focus of research, eg _____ • sampling – _____ – _____ – _____ • types of data – _____ and _____ – _____ and _____ • sources of data – _____ and _____ – _____ and _____ • reliability and validity • ethical behaviour – _____ – _____ – _____ – _____	• explore a variety of existing research projects/reports and consider the following questions: – what was the focus of the research? – what was the sample group and size? – what type of data was collected? – what sources of data were used? • describe the types of data that can be collected from individuals and groups • examine data from _____ and _____ sources to determine the key findings • discuss the _____ and _____ of each of the sources of data • explain how sampling contributes to reliable and valid research • assess the importance of ethical behaviour when conducting research by considering the following: – sensitive research topics – confidentiality – research bias – crediting sources of data

<i>research methods</i> • _____ • _____ • _____ • _____ • _____	• describe each research methodology and evaluate the suitability of each for different research topics • select and utilise appropriate research methods to conduct research
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Students learn about:	Students learn to:
<i>research process</i> • planning for research – _____ – _____, eg time, materials	• apply the research process to a chosen topic by: – selecting a research focus – selecting appropriate sampling methods – proposing how the research will be conducted – creating a timeline for research goals

• conducting research – _____ – _____ – _____ • interpreting research – _____ – _____ – _____	– accessing relevant sources of secondary data – using suitable research methods to collect and record primary and secondary data – recording actions and proposing solutions to any research issues – presenting primary data in graphs, tables or written reports – comparing key findings from primary and secondary data – forming research-based conclusions and making recommendations – crediting sources of data by means of bibliography and appendix
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Parenting and Caring

Students learn about:	Students learn to:
becoming a parent or carer <i>types of parents and carers</i> • _____ • social parents – _____ – _____ – _____ – _____ • carers – _____ – _____ and _____	• describe the different types of parents and carers • explore the impact of legal, social and technological change on social parents by considering changes in: – legislation – community beliefs and attitudes – reproductive technology • examine current research data on primary carers to determine the: – significance of age and gender – reasons for carers taking on the role, eg emotional obligation, alternative care too costly
<i>the roles of parents and carers</i> • _____ • _____ • _____	• outline the roles of parents and carers and evaluate the significance of each role in various parenting and caring situations
<i>preparations for becoming a parent or carer</i> • _____, eg nutrition, physical activity, social or spiritual connections • _____, eg education, information, training	• examine a range of parenting and caring situations and assess the impact preparations can have on the wellbeing of the dependant

• _____, eg housing, amenities, equipment • _____, eg budgeting, saving, support payments	
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Students learn about:	Students learn to:
factors affecting the roles of parents and carers <i>characteristics of the dependant</i> • _____ • _____ • _____, eg illness, disability <i>influences on parents and carers</i> • personal – _____ – _____ – _____ – _____ – _____, eg work, study, sport, family – _____ – _____, eg illness, disability	• describe how the characteristics of the dependant can affect the roles of the parent or carer • examine each influence to determine its effect on parenting and caring • propose strategies to assist parents and carers to manage their multiple commitments

•social – _____ – _____ – _____ <i>styles of parenting or caring</i> • _____ • _____ • _____	• describe how social influences affect the roles of parents and carers • critically analyse expectations of males and females in parenting and caring roles in a changing society • explore one example of how a parent or carer may challenge social influences and assess the impact this can have on their wellbeing • explore each parenting or caring style and assess the impact it can have on the roles of parents and carers
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• _____ <i>Rights and responsibilities in parenting and caring</i> • legal rights of _____ • responsibilities of parents and carers – _____ – _____ – _____	• analyse the impact of legal rights on the wellbeing of parents, carers and dependants by considering the following: – _____ – _____ – _____ • discuss how the responsibilities of parents and carers contribute to building a positive relationship with the dependant
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Groups in Context

Students learn about:	Students learn to:
Category A groups (Mandatory groups) • _____ • _____	Category B groups • _____ • _____
exploring the four specific groups within the community • _____ of each group within the community • _____ within each group • _____ used by the community to describe the group	• utilise reliable sources of data to examine the nature of each group by considering the following questions: – what is the prevalence of the group within Australia? – what determines whether an individual is part of the group? – how might individuals vary within the group? • recognise that the community uses positive and negative terminology to describe each group. Discuss the impact this might have on individuals within the group

issues of concern for the four specific groups within the community <i>satisfaction of needs</i> • specific needs of each group – _____ – _____ – _____ – _____ – _____ – _____	• identify and prioritise the specific needs of each group • justify the TWO most significant needs for each group and discuss the implications if these are not met
<i>access to services</i> • types of services _____, _____, _____, _____, _____, _____, _____, _____ • factors affecting access to services – characteristics of individuals within the group, eg _____, _____, _____, _____, _____, _____, _____ – resources, eg _____, _____, _____, _____ – aspects of the service, eg _____, _____, _____, _____	• explore the factors that can affect each group's access to services by considering the following questions: – what types of services does each group require access to? – how do the characteristics of individuals within each group affect their access to services? – what resources are necessary to support each group's access to the service? – how available are the services within the community?

Creating positive social environments

addressing the groups issues of concern

- government policy and legislation
- organisations within the community that support the group
- equity issues

positive influences on community attitudes

- contributions the group makes within the community

advocacy (speaking up for the group's needs and concerns)

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- examine government policy and legislation to determine its role in ensuring equity for each group
- critically analyse the extent to which organisations within the community assist in satisfying the needs of each group
- investigate a current inequity issue faced by each group and propose strategies to address the issue
- explore ONE example of what each group has done to try to improve community attitudes, and assess the impact this has had on the wellbeing of the group
- outline how community organisations advocate for each group and describe the positive influence it can have on community attitudes