



SAMPLE ASSESSMENT TASKS

CHILDREN, FAMILY AND THE COMMUNITY
GENERAL YEAR 11

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Sample assessment task

Children, Family and the Community – General Year 11

Task 1 – Unit 1

Assessment type: Investigation

Conditions

Period allowed for completion of the task: 2 weeks

One week of class time for the investigation and may include homework

The validation process will be written in class at the end of the investigation and the suggested working time is 30 minutes

Task weighting

10% of the school mark for this pair of units

Resources and services suitable for individuals and families

Part A: Investigation

(20 marks)

Use the technology process to:

- investigate an individual or family issue or idea
 - describe the background circumstances of the individual or family issue or idea
 - identify relevant information, such as who is involved, significant events, attitudes, beliefs and values, concerns, possible impact on individual, family, community
 - outline possible effects of the issue or idea on others by using a strategy such as a mind map (4 marks)

- devise a list of needs and wants appropriate for the individual or family with the issue or idea. Outline a reason for listing each need and want. (4 marks)

- produce a handout with information for the individual or family to help them resolve the issue or implement the idea. The handout should include:
 - resources and support services available for the family to meet their needs and wants
 - provide a summary for each resource and support service, include information such as contact details, opening hours, location, programs, newsletter, research, advocacy roles
 - community services available for the individual or family in Western Australia
 - provide a summary for each community service, include information such as contact details, accreditation and registration, training, advice, assistance, leadership, responsibilities, costs. (12 marks)

The materials developed through the investigation of the individual or family issue or idea may be used during the in-class evaluation. These materials are to be submitted at the conclusion of the evaluation.

The validation will be written in class under test conditions.

Part B: Validation (Evaluation)**(20 marks)**

The validation will be written in class under test conditions.

The materials developed through the investigation of the individual or family issue or idea may be used during the in-class evaluation. These materials are to be submitted at the conclusion of the evaluation.

Consider this statement:

Processes for meeting needs and wants can be developed and achieved through effective decision making. Effective decision making supports selection of the best choice that includes consideration of the circumstances at the time.

Question 1

- (a) From the prepared handout, select and briefly justify **two** resources and/or support services suitable for the individual or family to meet their needs and wants and help them resolve the issue or implement the idea. (2 marks)

Resource or support service one:

Resource or support service two:

- (b) From the two selected resources and/or support services, use a decision-making tool to identify the most appropriate resource or support service for the individual or family. Show your decision-making process here. (3 marks)

- (c) Justify the selection of the resource or support service you have recommended from Question 1(b). (3 marks)

Question 2

- (a) From the prepared handout, select and briefly justify **two** community services available for the individual or family in Western Australia to help them resolve the issue or implement the idea. (2 marks)

Community service one:

Community service two:

- (b) From the two selected community services, use a different decision-making tool from the tool used in Question 1(b) to identify the most appropriate community service for the individual or family in Western Australia. Show your decision-making process here. (3 marks)

Marking key for sample assessment task 1 – Unit 1

Part A: Investigation

Investigate an individual or family issue or idea.

Description	Marks
Provides a detailed description of background circumstances for the individual or family issue or idea with relevant supporting information; outlines possible effects of issue or idea on others using a suitable strategy	4
Provides a general description of background circumstances for the individual or family issue or idea with some supporting information; outlines some possible effects of issue or idea on others using a strategy	3
Provides a brief description of the individual or family issue or idea with limited supporting information; notes one or two possible effects of issue or idea on others	2
Provides a sketchy outline of the individual or family issue or idea with brief, and possibly irrelevant supporting information	1
Total	/4

Devise a list of needs and wants appropriate for the individual or family with the issue or idea. Outline a reason for listing each need and want.

Description	Marks
Provides a comprehensive list of relevant needs and wants for the individual or family, which relate specifically to the issue or idea, with clear reasoning for including each need and want	4
Provides a list of relevant needs and wants for the individual or family, which generally relate to the issue or idea, with some reasoning for including each need and want	3
Provides a list of needs and wants for the individual or family and attempts to connect to the issue or idea, with simple reasons for including each need and want	2
Provides a limited list of needs and wants for the individual or family, with little or no connection to the issue or idea, may not state reason for including each need and want	1
Total	/4

Produce a handout with information for the individual or family to help them resolve the issue or implement the idea. The handout should include:

- resources and support services available for the family to meet their needs and wants
- community services available for the individual or family in Western Australia.

Description	Marks
Resources and support services:	
Identifies appropriate resources and support services available for the family to meet needs and wants, and provides an accurate and informative summary for each	5–6
Identifies some appropriate resources and support services available for the family, and provides a general summary for each	3–4
Provides limited evidence of appropriate resources and/or support services available for the family, and may or may not provide brief information for each	1–2
Community services:	
Identifies appropriate community services available for the individual or family in Western Australia, and provides an accurate and informative summary for each	5–6
Identifies some appropriate community services available for the individual or family in Western Australia, and provides a general summary for each	3–4
Provides limited evidence of appropriate community services available for the individual or family in Western Australia, and may or may not provide brief information for each	1–2
Total	/12
Part A total	/20

Part B: Validation (Evaluation)

Question 1

- (a) From the prepared handout, select and briefly justify **two** resources and/or support services suitable for the individual or family to meet their needs and wants and help them resolve the issue or implement the idea.

Description	Marks
Selects two appropriate resources and/or support services and provides a brief, valid justification for each	2
Selects an appropriate resource or support service and provides a brief, valid justification	1
Total	/2

- (b) From the two selected resources and/or support services, use a decision-making tool to identify the most appropriate resource or support service for the individual or family. Show your decision-making process here.

Description	Marks
Shows depth of understanding in the application of the selected decision-making tool; applies consistently to each of the two selected options	3
Shows general understanding in the use of the selected decision-making tool; applies to each of the two selected options	2
Shows little understanding in the use of the selected decision-making tool; inconsistent application to each of the two selected options	1
Total	/3

- (c) Justify the selection of the resource or support service you have recommended from Question 1(b).

Description	Marks
Clearly justifies the selection of the recommended resource or support service	3
Generally justifies the selection of the recommended resource or support service	2
Provides limited justification for selecting the recommended resource or support service	1
Total	/3

Question 2

- (a) From the prepared handout, select and briefly justify **two** community services available for the individual or family in Western Australia to help them resolve the issue or implement the idea.

Description	Marks
Selects two appropriate community services and provides a brief, valid justification for each	2
Selects an appropriate community service and provides a brief, valid justification	1
Total	/2

- (b) From the two selected community services, use a different decision-making tool from the tool used in Question 1(b) to identify the most appropriate community service for the individual or family in Western Australia. Show your decision-making process here.

Description	Marks
Shows depth of understanding in the application of the selected decision-making tool; applies consistently to each of the two selected options	3
Shows general understanding in the use of the selected decision-making tool; applies to each of the two selected options	2
Shows little understanding in the use of the selected decision-making tool; inconsistent application to each of the two selected options	1
Total	/3

- (c) Justify the selection of the community service you have recommended from Question 2(b).

Description	Marks
Clearly justifies the selection of the recommended community service	3
Generally justifies the selection of the recommended community service	2
Provides limited justification for selecting the recommended community service	1
Total	/3

Question 3

Examine the factors that could affect the successful resolution of the issue or successful implementation of the idea for the individual or family. Include an examination of weaknesses and strengths, and indicators of success.

Description	Marks
Identifies and clearly examines factors that affect the successful resolution of the issue or implementation of the idea; highlights and discusses weaknesses and strengths, and indicators of success	4
Identifies and examines factors that affect resolution of the issue or implementation of the idea; generally discusses weaknesses and strengths, and some indicators for success	3
Notes and briefly examines some factors that affect resolution of the issue or implementation of the idea; mentions a weakness and/or strength, and indicator for success	2
Lists some factors that may affect resolution of the issue or implementation of the idea; limited reference of weaknesses or strengths or indicator of success	1
Total	/4
Part B total	/20
Part A + Part B	/40
Convert to percentage	/10%

Sample assessment task

Children, Family and the Community – General Year 11

Task 2 – Unit 1

Assessment type: Production

Conditions

Period allowed for completion of the task: 2–3 weeks

The production task will be a portfolio with the evaluation component completed in class under test conditions and the suggested working time for the evaluation is 20 minutes

Task weighting

15% of the school mark for this pair of units

Growth and development portfolio

Part A: Portfolio

(41 marks)

Produce a portfolio of information about your growth and development from the moment you were born until now. What milestones did you achieve? What interests did you enjoy? What family beliefs and values influence you today?

Process for portfolio:

- research and prepare notes, with relevant examples of age-appropriate milestones, for **two** domains of growth and development
 - physical
 - social
 - emotional
 - cognitive
 - spiritual/moral

(8 marks)

- devise questions and conduct an interview with a family member or guardian and note responses about your growth and development at different ages. Include your:
 - physical development, such as your gross and fine-motor skills
 - social interaction with others
 - emotional development and influences on your emotions
 - language development, such as your first words
 - family beliefs and values and their influence on you
 - family access to existing products or community services, such as Child Health Centres, toy library, playground equipment, emergency services, childcare facilities

(15 marks)

- prepare a logical sequence of detailed and accurate information about your growth and development, with relevant, supporting evidence, such as annotated photographs, pictures, sketches, charts and/or diagrams. Include in the portfolio:
 - information from primary and secondary sources
 - growth and development milestones, relate each to the relevant domain
 - interests such as sport, activities, holidays, pets
 - evidence of access to existing products or community services
 - additional supporting information, such as the family tree, family events/festivals, accomplishments, family beliefs and values (18 marks)

The evaluation component of the portfolio will be written in class under test conditions.

The portfolio and teacher notes may be used during the in-class evaluation. The portfolio, including your research notes and interview responses, are to be submitted at the conclusion of the evaluation.

Marking key for sample assessment task 2 – Unit 1

Part A: Portfolio

Research and prepare notes, with relevant examples of age-appropriate milestones, for **two** domains of growth and development.

Description	Marks
For each of the two domains of growth and development:	
Notes clearly relate, in a logical and precise format, to the selected domain with relevant examples of age-appropriate milestones	4
Notes generally relate, in an ordered format, to the selected domain with examples of age appropriate milestones	3
Notes relate to the selected domain with some examples of age-appropriate milestones	2
Notes relate briefly to the selected domain with or without examples or milestones	1
Total	/8

Devise questions and conduct an interview with a family member or guardian and note responses about your growth and development at different ages.

Description	Marks
Interview questions	
/3	
Devises a set of questions which will clearly identify key aspects of an individual's growth and development at different ages	3
Devises a set of questions which will identify some aspects of an individual's growth and development	2
Devises a set of simplistic questions which may or may not link directly to an individual's growth and development	1
Notes from the interview responses	
Physical development	
/2	
Notes clearly detail and describe individual's physical growth and development	2
Notes generally describe physical growth and development	1
Social interaction	
/2	
Notes clearly detail and describe individual's social growth and development	2
Notes generally describe social interaction	1
Emotional development	
/2	
Notes clearly detail and describe individual's emotional growth and development	2
Notes generally describe emotional changes	1
Language development	
/2	
Notes clearly detail and describe individual's language growth and development	2
Notes generally describe language development	1
Family beliefs and values	
/2	
Notes clearly detail and describe some beliefs and values of the individual's family	2
Notes generally describe beliefs and values	1
Access to existing products and/or community services	
/2	
Notes clearly detail and describe some existing products and/or community services accessed by the individual's family	2
Notes generally describe existing products and/or community services	1
Total	/15

Prepare a logical sequence of detailed and accurate information about your growth and development, with relevant, supporting evidence, such as annotated photographs, pictures, sketches, charts and/or diagrams.

Description	Marks
Information from primary and secondary sources	/4
Provides accurate and relevant information from primary and secondary sources; consistently applies this information to reflect on personal growth and development	4
Provides relevant information from primary and secondary sources; relates this information to personal growth and development	3
Provides mostly relevant information from primary and/or secondary sources; relates some information to personal growth and development	2
Provides limited information from primary or secondary sources with little or no connection to personal growth and development, which may be inaccurate	1
Growth and development milestones related to relevant domain and age appropriate	/5
Provides sequential and relevant evidence of personal growth and development milestones and accurately relates each to relevant domain	5
Provides relevant evidence of personal growth and development milestones and relates to relevant domain	4
Provides evidence of personal growth and development milestones with some links to a domain	3
Provides limited evidence of personal growth and development milestones, with limited links to a domain	2
Identifies elements of personal growth and development, which may or may not be linked to a domain; suggests limited understanding of growth and developmental milestones	1
Interests	/3
Provides a clear description of personal interests and insight into reasons for selection of interests	3
Provides a general description of personal interests	2
Lists one or two personal interests	1
Evidence of access to existing products or community services	/3
Provides a clear and reflective account of family access to existing products or community services	3
Provides a general account of family access to existing products or community services	2
Provides a brief account of family access to an existing product or community service; lacks detail	1
Additional supporting information	/3
Provides relevant and annotated additional supporting information from a range of sources and is directly related to individual's growth and development	3
Provides some annotated additional supporting information, which is generally relevant to individual's growth and development	2
Provides limited additional supporting information, which may or may not be relevant to individual's growth and development	1
Total	/18
Part A total	/41

Part B: Validation (Evaluation)

Question 1

From the portfolio, outline a family belief or value that has had a significant influence on your growth and development and describe why. Support your answer with relevant examples.

Description	Marks
Clearly outlines a family belief or value, provides valid reasoning of how this has influenced individual's growth and development; supported with relevant examples from portfolio	4
Broadly outlines a family belief or value, provides general description of how this has influenced individual's growth and development; supported with examples from portfolio	3
Identifies a family belief or value, provides a simple description of how this may have influenced individual's growth and development; with simplistic examples from portfolio	2
States a family belief or value; outlines how this may have influenced growth and development; with or without an example	1
Total	/4

Question 2

Describe what parents/guardians can do to help meet the needs of their children. Provide supporting examples from your research and portfolio.

Description	Marks
Provides a clear and detailed description of ways parents/guardians meet the needs of their children, linked to an understanding of the domains of growth and development; uses relevant examples	4
Provides a general description of ways parents/guardians meet the needs of their children, linked to the domains of development; uses some examples	3
Provides a simplistic description of some ways parents/guardians meet the needs of their children with limited reference to the domains of development; limited use of examples	2
States one or two ways parents/guardians meet the needs of their children, with or without an example	1
Total	/4

Question 3

Compared to your research on age-development expectations, discuss the timing of your personal growth and development milestones. Refer to personal examples to support your answer.

Description	Marks
Provides a detailed and reflective account of how personal milestones compare with age-development expectations. Discusses factors such as heredity, nutrition, environment, education and/or socioeconomic status impacting on individual growth and development; includes specific, relevant examples	4
Provides a general account of how personal milestones compare with age-development expectations. Broadly discusses some factors such as heredity, nutrition, environment, education and/or socioeconomic status impacting on individual growth and development, includes examples	3
Provides a simplistic account of how personal milestones compare with age-development expectations. Briefly discusses some factors such as heredity, nutrition, environment, education and/or socioeconomic status impacting on individual growth and development, includes an example	2
States one or two personal milestones with limited comparison to age-development expectations. Little understanding of factors impacting on individual growth and development, with or without an example	1
Total	/4
Part B total	/12
Part A + Part B	/53
Convert to a percentage	/15%

Sample assessment task

Children, Family and the Community – General Year 11

Task 5 – Unit 1 and Unit 2

Assessment type: Response

There are three options provided for this task. Teachers select **one** option according to the suggested context taught.

Option 1

The virtual baby parenting program and journal, completed in class and as homework

Conditions: Period allowed for completion of the task is approximately 3 weeks

OR

Option 2

Write a reflective journal to record and reflect on the process of implementing a sustainable living practice, completed in class and as homework

Conditions: Period allowed for completion of the task is approximately three3 weeks

OR

Option 3

Test – short answer questions based on the concept of sustainable living, completed in class under test conditions

Answer all questions

Conditions: Time for the test is 30 minutes

Task weighting

10% of the school mark for this pair of units

Option 1

Virtual baby parenting program and journal (marks as shown in the journal provided)

At the completion of the virtual baby parenting program, finalise the journal provided with the program.

The journal is completed in class and as homework.

Marking key for option 1 sample assessment task 5 – Unit 1 and Unit 2

Virtual baby parenting program

Assessment and marking process for the program and journal is outlined within the supporting material for the virtual baby parenting program. Submission will be according to class roster.

Option 2**Reflective journal****(33 marks)**

A reflective journal is based on personal reading, discussions and thoughts, and shows the development of ideas, actions and processes. It also provides evidence of reflective, critical and analytical thinking.

The concept of sustainable living – a reflective journal

Write a reflective journal on the process of implementing a sustainable living practice. Consider the following:

- use of research skills to locate, select, organise and evaluate information from primary and secondary sources (4 marks)
- evidence of reflective, critical and analytical thinking considering personal and different perspectives (5 marks)
- sequential and organised structure with regular entries, and noting the date for each entry (3 marks)
- evidence of the development of thoughts, ideas, actions and processes. (5 marks)

Reflect on:

- the influence of community attitudes, beliefs and values on the selection and allocation of the resources (4 marks)
- the impact of social, environmental and economic factors, and the concept of the Triple Bottom Line in the production or implementation of the sustainable living practice (5 marks)
- the relationship between individuals and families when planning, making changes and creating sustainable patterns of living (4 marks)
- how your actions reinforce or challenge current environmental beliefs, values and ideas. (3 marks)

Marking key for option 2 sample assessment task 5 – Unit 1 and Unit 2

Reflective journal

Use of research skills to locate, select, organise and evaluate information from primary and secondary sources.

Description	Marks
Shows comprehensive and consistent use of research skills to locate, select, organise and evaluate information from primary and secondary sources specifically related to the sustainable living practice	4
Shows regular use of research skills to locate, select, organise and evaluate information from primary and secondary sources related to the sustainable living practice	3
Shows some use of research skills to either locate, select, organise and/or evaluate information from a primary and/or secondary source generally related to sustainable living practices	2
Shows limited use of research skills, which may have limited connection to the sustainable living practice	1
Total	/4

Evidence of reflective, critical and analytical thinking considering personal and different perspectives.

Description	Marks
Shows application of reflective, critical and analytical thinking considering personal and differing perspectives on sustainable living practices	4–5
Shows broad application of reflective, critical and/or analytical thinking considering personal or different perspective on sustainable living practices	2–3
Shows simplistic reflective thinking, identifies a personal or a different perspective about sustainable living	1
Total	/5

Sequential and organised structure with regular entries, and noting the date for each entry.

Description	Marks
Develops a sequential and organised journal structure with regular entries and date for each entry	3
Develops a generally organised journal with mostly regular entries, some not dated	2
Develops a disjointed, mostly unorganised journal, irregular entries, often not dated	1
Total	/3

Evidence of the development of thoughts, ideas, actions and processes.

Description	Marks
Provides logical development and clear documentation of thoughts, ideas, actions and/or processes based on facts and rational reasoning to progress a sustainable living practice	4–5
Provides some logical development and general documentation of thoughts, ideas, actions or processes related to a sustainable living practice	2–3
Provides simplistic development and limited documentation of thoughts, ideas, actions or processes, which may be related to sustainable living	1
Total	/5

The influence of community attitudes, beliefs and values on the selection and allocation of the resources.

Description	Marks
Provides clear and conclusive evidence of community attitudes, beliefs and values influencing selection and allocation of suitable resources related to the sustainable living practice	4
Provides some evidence of community attitudes, beliefs and values influencing selection and allocation of resources related to the sustainable living practice	3
Provides limited evidence of community attitudes, beliefs and values influencing selection and/or allocation of resources with some connection to the sustainable living practice	2
Identifies an element of attitudes, beliefs and/or values influencing selection of resources, with limited connection to the sustainable living practice	1
Total	/4

The impact of social, environmental and economic factors, and the concept of the Triple Bottom Line in the production or implementation of the sustainable living practice.

Description	Marks
Provides a detailed account of social, environmental and economic factors in relation to the Triple Bottom Line concept impacting on the production or implementation of the sustainable living practice	4–5
Provides a general account of social, environmental and/or economic factors with some relationship to the Triple Bottom Line concept impacting on the production or implementation of the sustainable living practice	3–2
Provides a disjointed account of one or two factors with limited connection to the Triple Bottom Line concept impacting on the production or implementation of the sustainable living practice	1
Total	/5

The relationship between individuals and families when planning, making changes and creating sustainable patterns of living.

Description	Marks
Provides a clear, descriptive account of how positive relationships between individuals and families create sustainable patterns of living; notes impact of dysfunctional relationships	4
Provides a general account of how positive and negative relationships between individuals and families impact on the creation of sustainable patterns of living	3
Provides a brief account of how relationships between individuals and families affect sustainable patterns of living	2
Provides a limited account of how individuals and families may work together	1
Total	/4

How your actions reinforce or challenge current environmental beliefs, values and ideas.

Description	Marks
Provides a critical account of personal actions that reinforce or challenge current environmental beliefs, values and/or ideas	3
Provides a general account of one or two personal actions that reinforce or challenge current environmental beliefs, values or ideas	2
Provides a limited and disjointed account of actions related to an environmental belief, value or idea	1
Total	/3
Reflective journal total	/33
Convert to percentage	/10%

Option 3

Test – Short answer questions

(31 marks)

Complete the short answer questions, based on the concept of sustainable living, in class under test conditions.

Question 1

Community attitudes, values and beliefs play a vital role in the selection and use of resources.

Consider this scenario:

The sustainability committee of the local council is investigating the influence of community attitudes on the allocation of resources to create sustainable patterns of living. As the council has tight budgetary constraints, the sustainability committee will need to provide information from both primary and secondary sources as to whether the council should upgrade the playground equipment due to safety concerns or install rainwater tanks at all public buildings to support the demand on water supplies.

- (a) Describe the concept of sustainable living. Provide an example to support your answer. (2 marks)

- (b) The sustainability committee has requested information from both primary and secondary sources to help make its decision. Briefly describe 'primary source' and 'secondary source' and provide an example for each that can be applied to this scenario. (4 marks)

Primary source:

Secondary source:

(c) Describe **two** community attitudes for and **two** against the upgrade to the playground equipment. (4 marks)

Community attitudes for the upgrade to the playground equipment:

- (i) _____

- (ii) _____

Community attitudes against the upgrade to the playground equipment:

- (i) _____

- (ii) _____

(d) Describe **two** community attitudes for and **two** against the installation of water tanks at all public buildings. (4 marks)

Community attitudes for the installation of water tanks:

- (i) _____

- (ii) _____

Community attitudes against the installation of water tanks:

- (i) _____

- (ii) _____

- (e) What would your recommendation be to the sustainability committee? Upgrade the play equipment due to safety concerns **or** install rainwater tanks at all public buildings to support the demand on water supplies? Explain your choice. (3 marks)

Question 2

- (a) Outline the concept of the Triple Bottom Line. Include an illustration to support your answer. (3 marks)

Draw your illustration here:

(b) Outline an example from an organisation demonstrating application of the three factors in this concept. (3 marks)

Question 3

Families have important responsibilities in the community to create sustainable patterns of living and resolve issues by working together.

Consider the following:

A family with \$5,000 to spend needs to make a decision on the best way to spend it. There are two options they are considering. One is to go on the first ever family holiday, the second is to live more sustainably and reduce the family’s impact on the environment by installing solar panels.

Before answering the following questions, create background information about this family, such as number and age of children that could affect the decision-making process.

(a) Provide **one** reason for this family to go on a first ever family holiday. (2 marks)

- (b) Provide **one** reason for this family to reduce their impact on the environment by installing solar panels. (2 marks)

- (c) Should the money be spent on the first ever family holiday or install solar panels? Make a decision for the family. Justify your decision on what will best meet the family’s ongoing sustainability needs. (4 marks)

Marking key for option 3 sample assessment task 5 – Unit 1 and Unit 2

Test – short answer questions

Question 1

(a) Describe the concept of sustainable living. Provide an example to support your answer.

Description	Marks
Provides a valid description of sustainable living with a suitable example	2
Provides a limited description of sustainable living or provides an example only	1
Total	/2

(b) The sustainability committee has requested information from both primary and secondary sources to help make its decision. Briefly describe ‘primary source’ and ‘secondary source’ and provide an example for each that is related to this scenario.

Description	Marks
Primary source:	
Provides an accurate description of information from a primary source, supported with appropriate example related to the scenario, such as interview, survey	2
Provides a limited description of information from a primary source, with example	1
Secondary source:	
Provides an accurate description of information from a secondary source, supported with appropriate example related to the scenario, such as brochures, reports	2
Provides a limited description of information from a secondary source, with example	1
Total	/4

(c) Describe **two** community attitudes for and **two** against the upgrade to the playground equipment.

Description	Marks
Community attitudes for playground upgrade:	
Provides a description for each of two valid community attitudes for the upgrade to the playground equipment	2
Provides a description of one valid community attitude for the upgrade to the playground equipment	1
Community attitudes against playground upgrade:	
Provides a description for each of two valid community attitudes against the upgrade to the playground equipment	2
Provides a description of one valid community attitude against the upgrade to the playground equipment	1
Total	/4

(d) Describe **two** community attitudes for and **two** against the installation of water tanks at all public buildings.

Description	Marks
Community attitudes for installing water tanks:	
Provides a description for each of two valid community attitudes for the installation of water tanks	2
Provides a description of one valid community attitude for the installation of water tanks	1
Community attitudes against installing water tanks:	
Provides a description for each of two valid community attitudes against the installation of water tanks	2
Provides a description of one valid community attitude against the installation of water tanks	1
Total	/4

- (e) What would be your recommendation to the sustainability committee? Upgrade the play equipment due to safety concerns **or** install rainwater tanks at all public buildings to support the demand on water supplies? Explain your choice.

Description	Marks
Recommends and justifies selection of either option, proposes valid references to community attitudes for and against the selection, and reflects critically with regard to principles for sustainable living	3
Recommends selection of either option, general consideration of community attitudes, and broadly reflects on principles for sustainable living	2
Chooses an option with limited justification, limited reference to community attitudes or principles for sustainable living	1
Total	/3

Question 2

- (a) Outline the concept of the Triple Bottom Line. Include an illustration to support your answer.

Description	Marks
Provides an accurate outline of the Triple Bottom Line concept with reference to social, environmental and economic factors, supports answer with an accurate and annotated illustration	3
Provides a general outline of the Triple Bottom Line concept with some reference to some factors; supports answer with annotated illustration	2
Provides limited understanding of the Triple Bottom Line concept, lacks details of factors, supports answer with sketchy illustration	1
Total	/3

- (b) Outline an example from an organisation demonstrating application of the three factors in this concept.

Description	Marks
Outlines an appropriate example from an organisation demonstrating the application for each of the three factors in the concept	3
Outlines an appropriate example from an organisation demonstrating the application for each of two factors in the concept	2
Outlines an appropriate example from an organisation demonstrating the application for one factor in the concept	1
Total	/3

Question 3

- (a) Provide **one** reason for this family to go on a first ever family holiday.

Description	Marks
Provides a feasible and detailed reason for the family to choose a first ever family holiday	2
States a reason for the family to choose a first ever family holiday	1
Total	/2

- (b) Provide **one** reason for this family to reduce their impact on the environment by installing solar panels.

Description	Marks
Provides a feasible and detailed reason for the family to choose to install solar panels	2
States a reason for the family to choose to install solar panels	1
Total	/2

- (c) Should the money be spent on the first ever family holiday or install solar panels? Make a decision for the family. Justify your decision on what will best meet the family's ongoing sustainability needs.

Description	Marks
Justifies the decision for the described family with consideration for their ongoing sustainability needs, which may include an appreciation for different points of view, ways individuals and families interact and work with each other, formation of cohesive relationships, prioritising issues including ways to reduce their impact on the environment	4
Justifies the decision for the described family with general consideration for their ongoing sustainability needs	3
Justifies the decision for the described family with limited consideration for their ongoing sustainability needs	2
Provides a decision with little understanding of the family's ongoing sustainability needs	1
Total	/4
Test total	/31
Convert to percentage	/10%