**Sample Assessment Outline**

Children, Family and the Community

ATAR Year 11

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# Sample assessment outline

# Children, Family and the Community – ATAR Year 11

## Unit 1 and Unit 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment  type** | **Assessment  type  weighting** | **Assessment**  **task**  **weighting** | **Due date** | **Assessment task** |
| Investigation | 20% | 10% | Semester 1  Week 8 | **Task 2:** Family Law Act **–** Investigate the *Family Law Act 1975* and its implementation in Western Australia. A case study related to the welfare and wellbeing of children provides the basis of this investigation and the validation essay at the conclusion of the task. |
| 10% | Semester 2  Week 2 | Task 5: Growth and development – Investigate Bronfenbrenner’s ecological systems theory and Vygotsky’s theory of sociocultural development and impacts on individual growth and development. Compare, evaluate and analyse information from primary and secondary sources related to these theories. |
| Production | 15% | 10% | Semester 1  Week 12 | Task 3: Cultural activity – Plan and produce a cultural activity considering functional, social, cultural and economic features to inform and address a social issue or trend in the community. |
| 5% | Semester 2  Week 9 | Task 7: Social cohesion – Plan and produce a product, service or system to support social cohesion in the community. The production of a ‘story sack’ demonstrates links between the story and strategies for developing compassionate attitudes and actions. |
| Response | 25% | 5% | Semester 1  Week 3 | **Task 1:** Families and the community –Identify family types and structues in Australia; impact of change in family type on individuals, families and communities. Understand the roles and responsibilties of informal and formal community networks and support services. In class validation test. |
| 10% | Semester 2  Week 13 | Task 8: Community issues – Identify community issues that impact on individuals and families. Consider matters of inequity and injustice and use human and non-human resources to suggest possible solutions. In class validation test. |
| 10% | Semester 2  Week 6 | Task 6: Sustainable living – Apply decision-making tools to identify products, processes and systems to promote sustainable patterns of living. Identify social and environmental responsibilities of individuals and family groups in developing sustainable communities. In class validation test. |
| Examination | 40% | 15% | Examination week | Task 4: Semester 1 examination – 2.5 hours using a modified examination design brief from the ATAR Year 12 syllabus.  Section One: 10 multiple-choice questions (10%)  Section Two: six questions (60%)  Section Three: two questions from a choice of three (30%) |
| 25% | Examination week | Task 9: Semester 2 examination – 3 hours using the examination design brief from the ATAR Year 12 syllabus.  Section One: 10 multiple-choice questions (10%)  Section Two: seven questions (50%)  Section Three: two questions from a choice of three (40%) |
| Total | 100% | 100% |  |  |