



SAMPLE ASSESSMENT TASKS

CHILDREN, FAMILY AND THE COMMUNITY
GENERAL YEAR 12

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Sample assessment task

Children, Family and the Community – General Year 12

Task 2 – Unit 3

Assessment type: Investigation

Conditions

Period allowed for completion of the task: two weeks

The validation component of the task is to be completed in class under test conditions. The suggested working time for the validation is 20 minutes.

Task weighting

10% of the school mark for this pair of units

Inequity and injustice issues

(50 marks)

1. Investigate an inequity or injustice issue experienced by individuals and/or families.
 - (a) Identify the inequity or injustice issue and outline the background circumstances of the individuals and/or families. (2 marks)
 - (b) Examine specific concerns related to the inequity or injustice issue. Record your anecdotal notes, including examples, such as who is involved, significant events, effect on relationships, signs of impact on growth and development of individuals and/or families. (3 marks)
 - (c) Outline the concept of advocating on behalf of an individual and/or family. (3 marks)
2. Use this chart or a brainstorm activity to generate ideas and assist in deciding which primary and secondary sources, relevant to the issue, should be used. Briefly describe each step in the process. (12 marks)

	Primary sources	Secondary sources
Locate		
Select		
Organise		

3. Locate, collect and record information related to the inequity or injustice issue experienced by individuals and/or families to provide background material and an overview of the issue from:
 - (a) primary sources. Include information which you have collected yourself, such as from an interview, guest speaker, excursion, personal diary, anecdotes, data collated from a survey, questionnaire. (6 marks)
 - (b) secondary sources. Include information that you have gathered, such as brochures, news articles, flyers from support services, community facilities, informative and reliable websites. (6 marks)
4. Present information from primary and secondary sources that address the inequity or injustice issue and a summary of the information collected, in a logical format. (3 marks)

The materials developed through the investigation of the inequity or injustice issue experienced by individuals and/or families may be used during the in-class validation. These materials are to be submitted at the conclusion of the validation.

Complete the validation (short answer) in class under test conditions.

Validation

The materials developed through the investigation of the inequity or injustice issue experienced by individuals and/or families may be used during the in-class validation. These materials are to be submitted at the conclusion of the validation.

Complete the validation (short answer) in class under test conditions. The suggested working time is 20 minutes.

Answer the following questions.

5. (a) Outline the role of primary sources of information. (2 marks)

- (b) Describe **two** strategies to use when evaluating the usefulness of information from secondary sources. (2 marks)

6. Discuss the purpose of sorting and organising information collected from primary and secondary sources. (3 marks)

7. (a) Describe inequity and injustice. (2 marks)

(b) Not all Australians have access to services and resources within their community. This could be due to issues, such as socio-economic status, location, mobility, disabilities, illness and health status.

Discuss how inequity or injustice issues for individuals and families are addressed by community services and government initiatives. Use examples to support your answer.

(3 marks)

8. Discuss the impact of the inequity or injustice issue on the growth and development of the individual and/or family. Use examples to support your answer. (3 marks)

Marking key for sample assessment task 2 – Unit 3

1. (a) Identify the inequity or injustice issue and outline the background circumstances of the individuals and/or families.

Description	Marks
Clearly identifies the inequity or injustice issue and provides an accurate outline of background circumstances for individuals and/or families	2
Notes the inequity or injustice issue and mentions a background circumstance for individuals and/or families	1
Total	/2
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> disability: more likely to live in poverty, poor quality or insecure housing, low level of workforce participation and education, socially excluded or marginalised, difficulty in accessing appropriate health care socio-economically disadvantaged: limited access to quality housing, education, food, clothing, work opportunities immigrants: language barriers, low socio-economic status, religious and cultural barriers discrimination and harassment at school, work, community also: carers, chronically ill, homeless, poverty, families in crisis, location, unemployed and underemployed, mental health, equal opportunity in the workplace, women in employment, single-parent families, limited access to childcare 	

- (b) Examine specific concerns related to the inequity or injustice issue. Record your anecdotal notes, including examples, such as who is involved, significant events, effect on relationships, signs of impact on growth and development of individuals and/or families.

Description	Marks
Provides accurate anecdotal notes of specific concerns related to the inequity or injustice issue; includes appropriate, concise examples to support the notes	3
Provides general anecdotal notes of concerns related to the inequity or injustice issue; includes some examples to support the notes	2
Provides a brief statement related to the inequity or injustice issue; with an example	1
Total	/3

- (c) Outline the concept of advocating on behalf of an individual and/or family.

Description	Marks
Provides an accurate outline of a person or group of people willing to intervene on behalf of an individual and/or family; who understand and want fairness and justice for all involved; has extensive communication skills	3
Provides a generalised outline of a person or group of people willing to take action for others; who recognise fairness and injustice; mentions need for communication	2
Provides a sketchy outline of a person or group of people willing to take action for others	1
Total	/3

2. Use this chart or a brainstorm activity to generate ideas and assist in deciding which primary and secondary sources, relevant to the issue, should be used. Briefly describe each step in the process.

Description	Marks
Primary sources relevant to issue:	
Locate: provides a description that considers various opportunities, situations and environments to locate suitable sources, such as when meeting individuals, families and community members at family gatherings, community events, forums; evaluates appropriateness of communication via phone, email	1–2
Select: provides a description that considers the establishment of parameters related to the issue; makes informed choices, uses decision-making principles, determines usefulness and relevance of surveys, interviews, questionnaires	1–2
Organise: provides a description that considers how data and information are systematically collected, organised and stored; identifies appropriate electronic storage of information; uses efficient and accurate note-making strategies; shows ability to summarise main ideas	1–2
Secondary sources relevant to issue:	
Locate: provides a description that considers location, availability and access to suitable sources, such as authenticity, date of publication, credibility, copyright issues, intended audience; considers registration/membership requirements/costs; determines whether fact or opinion	1–2
Select: provides a description that considers the establishment of parameters related to the issue; makes informed choices, uses decision-making principles, determines whether the information is too narrow or too broad	1–2
Organise: provides a description that considers how data and information are systematically collected, organised and stored; identifies appropriate electronic storage of information; uses efficient and accurate note-making strategies; shows ability to skim, scan and summarise main ideas	1–2
Total	/12

3. Locate, collect and record information related to the inequity or injustice issue experienced by individuals and/or families to provide background material and an overview of the issue from:
- (a) primary sources. Include information you have collected yourself, such as from an interview, guest speaker, excursion, personal diary, anecdotes, data collated from a survey, questionnaire.

Description	Marks
Locates and collects detailed and accurate information related to the inequity or injustice issue from primary sources; maintains precise record of interviews and events; provides an exact account of the data	5–6
Locates and collects accurate information related to the inequity or injustice issue from primary sources; keeps a general record of interviews and events; provides a general account of the data	3–4
Locates and collects limited information, some unrelated to the inequity or injustice issue from primary sources; makes sketchy and brief notes; provides incomplete data	2–1
Total	/6

- (b) secondary sources. Include information you have gathered, such as brochures, news articles, flyers from support services, community facilities, informative and reliable websites.

Description	Marks
Locates and collects detailed and accurate information related to the inequity or injustice issue from a variety of secondary sources; gathers reliable, relevant background material; provides a breakdown and understanding of the issue	5–6
Locates and collects accurate information related to the inequity or injustice issue from secondary sources; gathers relevant background material; provides a general overview of the issue	3–4
Locates and collects limited information, some unrelated to the inequity or injustice issue from secondary sources; gathers limited background material	2–1
Total	/6

4. Present information from primary and secondary sources that address the inequity or injustice issue and a summary of the information collected, in a logical format.

Description	Marks
Provides a detailed presentation of information from primary and secondary sources; directly addresses the issue; uses a logical format	3
Provides a presentation of information from primary and secondary sources; generally addresses the issue; uses a mostly logical format	2
Provides a limited presentation; briefly addresses the issue; is generally unorganised	1
Total	/3

5. (a) Outline the role of primary sources of information.

Description	Marks
Provides an accurate outline of the role of primary sources of information; gives a first-hand, original account of an event, usually by individuals or groups, such as through surveys, interviews; the information is not processed by others	2
Provides a sketchy outline of the role of primary sources of information	1
Total	/2

- (b) Describe **two** strategies to use when evaluating the usefulness of information from secondary sources.

Description	Marks
Provides an accurate description of two strategies to use when evaluating the usefulness of information from secondary sources	2
Provides an accurate description of one strategy to use when evaluating the usefulness of information from secondary sources	1
Total	/2

6. Discuss the purpose of sorting and organising information collected from primary and secondary sources.

Description	Marks
Provides a detailed and accurate discussion of a variety of valid reasons for sorting and organising information	3
Provides an accurate discussion of some reasons for sorting and organising information	2
Provides a limited discussion of one or two reasons for sorting and organising information	1
Total	/3
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> effectively manages a variety of materials, both digital and paper, such as data, notes, statements identifies primary sources and secondary sources provides clarity and focus for the issue develops timelines, sequential processes notes omissions, need for further information, modify questions compares information, validate accuracy of sources ability to retrieve, process and present information quickly and effectively acknowledges sources 	

7. (a) Describe inequity and injustice.

Description	Marks
Provides an accurate description of inequity, such as unfair circumstances and injustice, such as the violation of the rights of others, including unfair action or treatment	2
Provides an accurate description of either inequity or injustice	1
Total	/2

- (b) Discuss how inequity or injustice issues for individuals and families are addressed by community services and government initiatives. Use examples to support your answer.

Description	Marks
Provides a detailed description of community services and government initiatives, directly relates to inequity or injustice issues for individuals/families; uses specific examples, such as Red Cross, Good Samaritan Industries, Legal Aid, Child Support Agency	3
Provides a general description of community services and government initiatives with some connection to inequity or injustice issues for individuals or families; uses examples	2
Provides a brief, sketchy description of a community service or government initiative with limited connection to inequity or injustice issue	1
Total	/3

8. Discuss the impact of the inequity or injustice issue on the growth and development of the individual and/or family. Use examples to support your answer.

Description	Marks
Provides a detailed description of the issue, directly relates the impact to growth and development of individual/family; uses examples, such as bullying, gender bias, unfair sacking, false accusation	3
Provides a general description of the issue, relates impact to growth and development; uses an example to support answer	2
Provides a brief, sketchy description of the issue, with limited connection to growth and development; lists one or two examples	1
Total	/3
Final total	/50

Sample assessment task

Children, Family and the Community – General Year 12

Task 4 – Unit 3

Assessment type: Production

Conditions

Time for the task: three weeks

The production task, Families in Australia – a care package, will be validated in class under test conditions. The suggested working time for the short answer questions is 30 minutes.

Task weighting

15% of the school mark for this pair of units

Families in Australia – a care package

(53 marks)

Due to circumstances beyond their control, individuals, families and communities in Australia may be faced with a sudden event, crisis or trauma that can be overwhelming. Unexpected changes in a community can be physically and emotionally challenging and disrupt day-to-day activities and routines. Emergency housing, food, water, medical and clothing assistance may be needed. At other times, individuals and families may encounter hardship due to changes in their personal situation.

As a class, produce a care package for individuals, families or communities to assist them to meet their needs, such as for children in emergency accommodation, short-term stay for mothers with children in a refuge, a community recovering from fire or flood. Your task is to plan and produce **one** item for inclusion in the care package.

Process for care package:

1. (a) Identify and research individuals, families and communities, and support services and agencies that would be worthy recipients of the care package. (4 marks)
Use a decision-making process to select the recipient of the care package.
- (b) Select and investigate **three** items and note why each would be suitable for inclusion in the care package. (3 marks)
2. Use a decision-making process to select your preferred item for inclusion in the care package and justify your choice. (3 marks)
3. Investigate self-management skills required to effectively use resources. List and provide brief notes on **four** self-management skills. (4 marks)
4. (a) Produce your item for the care package and consider the following features:
 - (i) functional (3 marks)
 - (ii) social (3 marks)
 - (iii) cultural (3 marks)
 - (iv) economic (3 marks)
 - (v) beliefs and values. (3 marks)
- (b) Develop a production plan, including a list of resources and a time management plan. (4 marks)

The evaluation of your item for the care package will be written in class under test conditions.

Validation

The materials developed through the production of the care package are to be submitted at the conclusion of the validation.

The evaluation of your item for the care package will be written in class under test conditions. The suggested working time is 30 minutes.

Answer the following questions.

5. (a) Discuss why self-management is an important skill. Support your answer with examples. (3 marks)

- (b) Explain what it means to 'effectively use resources'. (2 marks)

6. Describe **two** influences on the development of your care package item. (4 marks)

7. Assess the care package for its suitability in addressing the selected individual's, family's or community's beliefs and values. (3 marks)

8. Explain why the care package is a useful product in meeting the needs of the selected individual, family or community. In your explanation, include **one** of the following features:
- function
 - social
 - economic.
- (4 marks)

9. Discuss the impact of change in family types and structures on community services, particularly in times of crisis or trauma. Provide examples to support your answer. (4 marks)

Marking key for sample assessment task 4 – Unit 3

1. (a) Identify and research individuals, families and communities, and support services and agencies that would be worthy recipients of the care package.

Description	Marks
Provides an extensive and categorised list of worthy recipients of the care package, with research notes for each listing	4
Provides an extensive list of worthy recipients of the care package, with notes for most of the listings	3
Provides a list of possible recipients of the care package, with brief notes for some of the listings	2
Provides a brief list of possible recipients of the care package, mostly without notes	1
Total	/4

- (b) Select and investigate **three** items and note why each would be suitable for inclusion in the care package.

Description	Marks
For each of three items:	
Provides brief, concise notes on the suitability of an item for inclusion in the care package, such as age appropriate, culturally sensitive, economically viable, nutritionally balanced, provides comfort and warmth	1
Total	/3

2. Use a decision-making process to select your preferred item for inclusion in the care package and justify your choice.

Description	Marks
Provides evidence of use of a decision-making process to assist in making selection; includes a considered justification for choice	3
Provides some evidence of use of a decision-making process to make selection; includes a general justification for choice	2
Provides little or no evidence of use of a decision-making process, appears to be a random selection; includes a limited justification for choice	1
Total	/3

3. Investigate self-management skills required to effectively use resources. List and provide brief notes on **four** self-management skills.

Description	Marks
Provides an extensive list of appropriate self-management skills, such as set goals, prepares and adjusts production plan/time lines, shows initiative, monitors progress; provides brief, accurate notes for each of four skills	4
Provides a list of self-management skills; provides brief mostly accurate notes for each of three skills	3
Provides a limited list of self-management skills; provides brief, general notes for each of two skills	2
Provides one or two self-management skills; may provide a brief note for each skill	1
Total	/4

4. (a) Produce your item for the care package and consider the following features:

(i) functional

Description	Marks
Produces an item; considers functional features, such as usefulness, efficiency, serviceability, practicality in crisis, trauma situation	3
Produces an item; considers some functional features	2
Produces an item; limited consideration of functional features	1
Total	/3

(ii) social

Description	Marks
Produces an item; considers social features, such as friendship, communication, respect, interaction, sense of belonging, companionship in crisis, trauma situation	3
Produces an item; considers some social features	2
Produces an item; limited consideration of social features	1
Total	/3

(iii) cultural

Description	Marks
Produces an item; considers cultural features, such as customs, traditions, symbols language, role models	3
Produces an item; considers some cultural features	2
Produces an item; limited consideration of cultural features	1
Total	/3

(iv) economic

Description	Marks
Produces an item; considers economic features, such as goods and services to meet basic needs for shelter, food, clothing, health, education, budget, prioritise needs and wants in crisis, trauma situation	3
Produces an item; considers some economic features	2
Produces an item; limited consideration of economic features	1
Total	/3

(v) beliefs and values

Description	Marks
Produces an item; considers the beliefs and values of the recipient, such as attitude, happiness, honesty, peace, education; experiences formed through contact with others; acceptable behaviours	3
Produces an item; considers some beliefs and values of the recipient	2
Produces an item; limited consideration of beliefs and values of the recipient	1
Total	/3

(b) Develop a production plan, including a list of resources and a time management plan.

Description	Marks
Develops a well-planned and systematic production plan, includes extensive and complete resource list; accurate and adjustable time management plan	4
Develops a well-planned production plan, includes mostly complete resource list; adjustable time management plan	3
Develops a limited production plan, incomplete resource list; some consideration of time management	2
Develops a sketchy outline of production steps, limited resource list; minimal consideration of time management	1
Total	/4

5. (a) Discuss why self-management is an important skill. Support your answer with examples.

Description	Marks
Provides extensive and valid reasons for self-management as an important skill, such as making decisions and putting them into action, reflecting on progress, making adjustments where necessary, keeping to budget, time frames, achievement of goals; with suitable examples	3
Provides valid reasons for self-management as an important skill; with mostly suitable examples	2
Provides limited, sometimes unsuitable, reasons for self-management as an important skill; one example stated	1
Total	/3

(b) Explain what it means to 'effectively use resources'.

Description	Marks
Provides an accurate explanation for effectively using resources, such as time management, organises resources, recycling possibilities, correct storage	2
Provides a general explanation for effectively using resources	1
Total	/2

6. Describe **two** influences on the development of your care package item.

Description	Marks
For each of two influences:	
Provides a clear description of influence on the development of the care package item, such as cost of materials, time restraints, availability of resources, beliefs and values	2
Provides a general description of influence on the development of the care package item	1
Total	/4

7. Assess the care package for its suitability in addressing the selected individual's, family's or community's beliefs and values.

Description	Marks
Provides a thorough assessment of the care package; connects specific items to identified beliefs and values of the selected individual, family or community	3
Provides a general assessment of the care package; broadly connects package to identified beliefs and values of the selected individual, family or community	2
Provides limited assessment of the care package; makes little connection to beliefs and values of the selected individual, family or community	1
Total	/3

8. Explain why the care package is a useful product in meeting the needs of the selected individual, family or community. In your explanation, include **one** of the following features:

- function
- social
- economic.

Description	Marks
Provides a detailed, accurate explanation of care package contents meeting the specific needs of the selected individual, family or community; includes clear, supportive evidence from one of the listed features	4
Provides an accurate explanation of care package contents meeting most of the needs of the selected individual, family or community; includes mostly supportive evidence from one of the listed features	3
Provides a general explanation of the care package meeting some of the needs of individual, family or community; includes some supportive evidence from one of the listed features	2
Provides a brief, limited statement of the care package with little reference to needs of individual, family or community; mentions aspects from one of the listed features	1
Total	/4

9. Discuss the impact of change in family types and structures on community services, particularly in times of crisis or trauma. Provide examples to support your answer.

Description	Marks
Provides clear and conclusive evidence of change in family type and structure impacting on need for different, appropriate community services; understands and connects needs during crisis or trauma; uses appropriate examples	4
Provides some evidence of change in family type and structure impacting on need for different community services; general connection to needs during crisis or trauma; uses examples	3
Provides limited evidence of change in families affecting community services; some connection to needs during crisis or trauma; uses one or two examples	2
Identifies an element of change in families needing different community services; limited connection to crisis or trauma; uses an inappropriate or no example	1
Total	/4
Final total	/53

Sample assessment task

Children, Family and the Community – General Year 12

Task 8 – Unit 4

Assessment type: Response

Conditions

Time for the task: 30 minutes

An in-class, short-answer test based on family changes and influence of government and community strategies

Task weighting

5% of the school mark for this pair of units

Test: Family changes

(34 marks)

1. Communities can be organised at a local, state or national level.
State the role of the local, state and federal governments. Identify **two** areas of responsibility for each government that address the needs of adolescents. (12 marks)

Local government: _____

Adolescents:
Responsibility one: _____

Responsibility two: _____

State government: _____

Adolescents:
Responsibility one: _____

Responsibility two: _____

Federal government: _____

Adolescents:

Responsibility one: _____

Responsibility two: _____

2. Change can affect families in many ways. Changes can be positive or negative, planned or unplanned, and temporary or permanent. The impact of change in family types and structures places different influences on communities.

(a) Identify **two** internal changes that may occur within the family. Discuss the impact each change can have on communities. (4 marks)

Change one: _____

Change two: _____

(b) External changes occur outside the family and may affect one or all members of the family. Identify **two** external changes and discuss the impact each change can have on communities. (4 marks)

Change one: _____

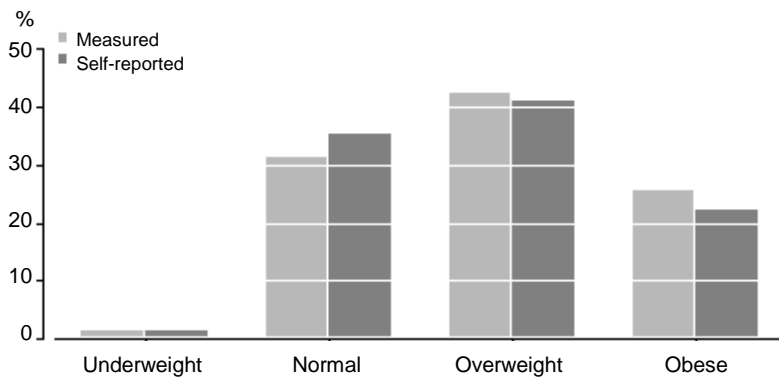
Change two: _____

- 3. Discuss the role of new parents in influencing decisions made in communities. Include the development of families and social factors in your answer. (3 marks)

- 4. Describe how economic factors associated with work and employment patterns influence community strategies in building communities. (3 marks)

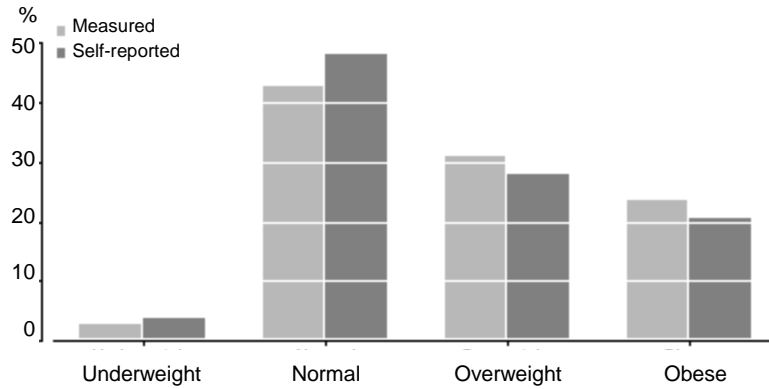
- 5. Note the data represented in the two charts.

BODY MASS INDEX, Measures and self-reported – Males(a)



(a) Aged 18 years and over.

BODY MASS INDEX, Measures and self-reported – Females(a)



(a) Aged 18 years and over.

(a) With reference to the charts, describe the Body Mass Index data for males and females.

(4 marks)

(b) Describe **one** government and **one** community strategy to address overweight and obesity, and assist in the development of individuals. Consider political and cultural factors in your answer.

(4 marks)

ACKNOWLEDGEMENTS

- Question 5** Charts from: Australian Bureau of Statistics. (2009). *4364.0—National Health Survey: Summary of results, 2007–2008 (reissue): Risk factors*. Retrieved April, 2015, from [www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/4364.0Main%20Features42007-2008%20\(Reissue\)?opendocument&tabname=Summary&prodno=4364.0&issue=2007-2008%20\(Reissue\)&num=&view=](http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/4364.0Main%20Features42007-2008%20(Reissue)?opendocument&tabname=Summary&prodno=4364.0&issue=2007-2008%20(Reissue)&num=&view=)
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Marking key for sample assessment task 8 – Unit 4

1. State the role of the local, state and federal governments. Identify **two** areas of responsibility for each government that address the needs of adolescents.

Description	Marks
For each of local, state and federal government:	
Provides a detailed statement of the role, services supplied, overall responsibilities	2
Provides a general statement of the role	1
For each of local, state and federal government – associated with needs of adolescents:	
Identifies two appropriate areas of responsibility that address the needs of adolescents	2
Identifies one appropriate area of responsibility that address the needs of adolescents	1
Total	/12
Answer could include, but is not limited to:	
For adolescents: <ul style="list-style-type: none"> • local government: recreational facilities, such as parks, skate rinks, netball courts, football ovals; community services, such as welfare services, youth worker • state government: education, such as schools, training centres; health services, including hospitals, school nurse, counselling services • federal government: agencies, such as Department of Health and Ageing, public health, disease prevention, medical research; social security, such as Centrelink; workplace relations 	

2. (a) Identify **two** internal changes that may occur within the family. Discuss the impact each change can have on communities.

Description	Marks
For each of two internal changes:	
Clearly identifies an internal change within the family; provides an accurate account of impact on communities	2
Identifies an internal change within the family; provides a general account of impact on communities	1
Total	/4
Answer could include, but is not limited to:	
Internal changes include: pregnancy, divorce, new partner with children, grandparent moving into family home. Impact on communities: <ul style="list-style-type: none"> • pregnancy – provision of health services, antenatal classes in local meeting room, childcare facilities • divorce – counselling services, support for single-parent families • new partner with children – library membership, involvement in community activities and decision making, provision of community children and young people forums • grandparent moving into family home – by-laws for the construction of a ‘granny flat’, social activities for grandparents, register to vote at local elections 	

- (b) Identify **two** external changes and discuss the impact each change can have on communities.

Description	Marks
For each of two external changes:	
Clearly identifies an external change outside the family; provides an accurate account of impact on communities	2
Identifies an external change outside the family; provides a general account of impact on communities	1
Total	/4
Answer could include, but is not limited to:	
<p>External changes, often beyond control of family, include: change to employment circumstances, unemployment, limited/no childcare services, limited public transport, laws affecting family, government financial benefits</p> <p>Impact on communities:</p> <ul style="list-style-type: none"> • employment circumstances – full time, part-time, split shift, fly-in-fly-out, night shift; extended trading hours, opening hours at swimming pool, recreational facilities, improved lighting at car parks • unemployment – access library/internet facilities for job search, engagement in community activities, volunteer options, retraining services, limited financial resources • limited/no childcare facilities – share child minding in small groups, community facilities may need alterations to suit new need • limited public transport – car pool, bike park/bike path, provision of end-of-journey facilities • laws affecting family – reduction in family benefits; families need to make choices, decide on low-cost/free service options, affordability of leisure activities 	

3. Discuss the role of new parents in influencing decisions made in communities. Include the development of families and social factors in your answer.

Description	Marks
Provides an accurate account of new parents effectively influencing decisions made in communities; includes specific expectations in the development of families; identifies appropriate social factors to maintain connection with community	3
Provides an account of new parents influencing decisions made in communities; includes general expectations in the development of families; lists some social factors	2
Provides a limited account of new parents and decisions made in communities; mentions development of families; notes one or two social factors	1
Total	/3
Answer could include, but is not limited to:	
<p>New parents have a right and responsibility to be involved in community activities and decision making, attend local council meetings, advocate for services and facilities suitable for new parents. They may form an interest group, conduct forums, develop networks and invite guest speakers to inform new parents in the development of families, such as providing healthy food choices, expected child growth milestones, suitable clothing, appropriate exercise and activity, health care, financial planning, security. New parents may develop and maintain social skills through friendships, networks, work life balance, work closely with others, share meals with others, participate in mother/father groups and share experiences to maintain connection with community.</p>	

4. Describe how economic factors associated with work and employment patterns influence community strategies in building communities.

Description	Marks
Provides a detailed and accurate account of economic factors and various work and employment patterns influencing community strategies; makes logical connections between factors, strategies and building community	3
Provides an accurate account of economic factors and some work and employment patterns and influence on community strategies; makes some connections between factors, strategies and community	2
Provides a brief, limited statement of factors and work and community; makes little or no connection between factors, strategies and community	1
Total	/3
Answer could include, but is not limited to:	
<p>Economic factors associated with work and employment patterns:</p> <ul style="list-style-type: none"> industries in local community expand increasing employment opportunities, flow-on effects to community infrastructure and services encourage growth of community introduction of new economic activity, such as mining, technological development in a community, encourages new business and people to relocate into this community; local council is strategic in building communities by faster internet services, improved power supplies, increased water services, improved waste management facilities, land released for housing and industry employment patterns may change when couples choose to start a family OR need to care for an ill or disabled family member OR need to assist an elderly parent, which may lead to reduced family income; influencing local community to provide support services, for children, such as playgrounds, sporting facilities; for the sick and elderly, such as meals on wheels, respite for carers in an economic downturn, industries reduce activity or close, unemployment rises, people may seek employment in other communities, therefore less income for local councils to support community services and the community may contract; to encourage people to stay in the community local councils could consider providing support services such as job-search facilities and infrastructure 	

5. (a) With reference to the charts, describe the Body Mass Index data for males and females.

Description	Marks
For males:	
Notes approximately 40% of males are overweight, and over 20% are obese; that is, over 60% of males are over the normal weight, and they underestimated their weight. Approximately 30% of males are in the normal weight range. More males are over the normal weight range than women	2
Notes general trend for more than half the number of males are overweight	1
For females:	
Notes approximately 30% of women are overweight, and over 20% are obese; that is, over 50% of women are over the normal weight. More women overestimated their normal weight. Similar number of women in the normal range as there are men in the overweight range	2
Notes general trend for half the number of women in the normal weight and half the women are overweight	1
Total	/4

- (b) Describe **one** government and **one** community strategy to address overweight and obesity, and assist in the development of individuals. Consider political and cultural factors in your answer.

Description	Marks
Government strategy:	
Provides one valid government strategy, such as implementing a health/fitness campaign and clearly describes a related tactic which could include establishing a task force to investigate community health risks, providing workshops on how to interpret food labels or providing an after school exercise program for children; connects good health with positive development of individuals	2
Provides one government strategy and generally describes a related tactic; makes connection with development of individual	1
Community strategy:	
Provides one valid community strategy, such as providing recreational/sporting facilities and clearly describes a related tactic which could include assigning parks for exercise, conducting health forums with visiting dietitians, chefs, health specialists; connects recreation/use of sporting facilities with positive development of individuals	2
Provides one community strategy and generally describes a related tactic; makes connection with development of individual	1
Total	/4
Final total	/34