



SAMPLE ASSESSMENT TASKS

CHILDREN, FAMILY AND THE COMMUNITY
ATAR YEAR 11

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Sample assessment task

Children, Family and the Community – ATAR Year 11

Task 1 – Unit 1

Assessment type: Response

Conditions

Time for the task: 40 minutes

In-class short answer test based on families and the community

Answer all questions

Total marks: 31

Task weighting: 5% of the school mark for this pair of units

Question 1

Define the term ‘family’. (1 mark)

Question 2

Identify and describe **three** family types in contemporary Australian society. (6 marks)

Type 1: _____

Type 2: _____

Type 3: _____

Question 3

(a) Differentiate between formal and informal community networks and support services. Provide an example of each to support your answer. (3 marks)

(b) Name **two** family types. Identify and describe the role of **one** formal and **one** informal community network or support service for each family type. Place your answers in the chart below. (8 marks)

Family type	Formal	Description	Informal	Description
1.				
2.				

Question 4

Australian families without adequate income are more likely to have insufficient resources to support a reasonable standard of living. Discuss **two** ways this may impact on the growth and development of children from low-income families. (4 marks)

One: _____

Two: _____

Question 5

From the data below, select **two** indicators and explain how each indicator demonstrates changes in community beliefs and values that have led to increased diversity in family types and structures between 1986 and 2001. (6 marks)

SELECTED INDICATORS RELATED TO CHANGING FAMILY COMPOSITION

	Units	1986	1991	1996	2001
Education participation rate of 20–24 year olds	%	18.2	25.0	31.5	34.8
Proportion of 20–24 year olds living in the parental home	%	41.6	47.2	44.5	45.8
Marriage rate (per 1,000 population)	rate	7.2	6.6	5.8	5.3
Proportion of couples cohabiting prior to marriage	%	45.6	57.5	64.7	72.0
Median age at first marriage					
Males	years	25.6	26.7	27.6	28.7
Females	years	23.5	24.5	25.7	26.9
Total fertility rate (births per woman)	rate	1.87	1.86	1.80	1.73
Average number of children aged 0–14 years per family	no.	1.9	1.9	1.5	1.5
Median age of mothers (for all births in the year)	years	27.5	28.5	29.2	30.0
Median age of fathers where recorded	years	30.2	31.0	31.9	32.3
Divorce rate (per 1,000 population)	rate	2.5	2.6	2.9	2.8
Proportion of population (aged 15 years and over) divorced	%	4.7	5.3	6.4	7.4
Median age of the population	years	31.1	32.4	34.0	35.7
Life expectancy					
Males	years	72.8	74.4	75.2	77.0
Females	years	79.1	80.4	81.1	82.4

Question 6

Changes in family structures shift the demand for government and community services. Between 1986 and 2001, the number of one-parent families in Australia increased by 53%. Discuss the impact of this change in family structure on the community. Provide **one** example to support your answer. (3 marks)

ACKNOWLEDGEMENTS

- Question 5** Table: Australian Bureau of Statistics. (2006). *4102.0—Australian social trends, 2003: Living arrangements: Changing families*. Retrieved May, 2014, from www.abs.gov.au/AUSSTATS/ABS@.NSF/2f762f95845417aeca25706c00834efa/2559632155bf56b8ca2570eb00835396!OpenDocument
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- Question 6** Information from: Australian Bureau of Statistics. (2006). *4102.0—Australian social trends, 2003: Living arrangements: Changing families*. Retrieved May, 2014, from www.abs.gov.au/AUSSTATS/abs@.nsf/2f762f95845417aeca25706c00834efa/2559632155bf56b8ca2570eb00835396!OpenDocument
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Marking key for sample assessment task 1 – Unit 1

Question 1

Define the term 'family'.

Description	Marks
Provides a clear and accurate definition of family	1
Total	/1

Question 2

Identify and describe **three** family types in contemporary Australian society.

Description	Marks
For each of three family types:	
Correctly identifies each family type	1
Provides an accurate description for each	1
Total	/6

Question 3

(a) Differentiate between formal and informal community networks and support services. Provide an example of each to support your answer.

Description	Marks
Difference between formal and informal community networks and support services	
Provides an accurate account of the difference between formal and informal networks/support services	1
Supporting example	
Provides a suitable example of a formal and an informal community network/support service to support answer	2
Provides a suitable example of a formal or informal community network/support service to support answer	1
Total	/3

(b) Name **two** family types. Identify and describe the role of **one** formal and **one** informal community network or support service for each family type. Place your answers in the chart below.

Description	Marks
For each of two family types:	
Correctly identifies an appropriate formal community network or support service	1
Correctly identifies an appropriate informal community network or support service	1
Provides an accurate description of the role of a formal community network or support service	1
Provides an accurate description of the role of an informal community network or support service	1
Total	/8

Question 4

Australian families without adequate income are more likely to have insufficient resources to support a reasonable standard of living. Discuss **two** ways this may impact on the growth and development of children from low-income families.

Description	Marks
For each of two ways:	
Provides a detailed and accurate description of the impact on the growth and development of children from low-income families	2
Provides a description, lacking details, of the impact on the growth and development of children from low-income families	1
Total	/4

Question 5

From the data below, select **two** indicators and explain how each indicator demonstrates changes in community beliefs and values that have led to increased diversity in family types and structures between 1986 and 2001.

Description	Marks
For each indicator:	
Selects relevant indicator as evidence of change in community beliefs and values and cites corresponding diversity in family types and structures. Uses data appropriately to support explanation	3
Selects relevant indicator noting some change in community beliefs and values, and some connection to diversity in family types and structures. Uses some data in the explanation	2
Provides limited evidence of community beliefs and values, which may or may not link with diversity in family types and structures. Data provided may be irrelevant or inaccurate	1
Total	/6

Question 6

Changes in family structures shift the demand for government and community services. Between 1986 and 2001, the number of one-parent families in Australia increased by 53%. Discuss the impact of this change in family structure on the community. Provide **one** example to support your answer.

Description	Marks
Provides a detailed, accurate discussion of the impact increased numbers of one-parent families have on the community. Answer supported with appropriate example	3
Provides an accurate discussion, with some details of increased numbers of one-parent families in the community. Answer supported with an example	2
Provides a brief discussion with limited connection to increased number of one-parent families. Example may or may not be appropriate	1
Total	/3
Test total	/31
Convert to percentage	/5%

Sample assessment task

Children, Family and the Community – ATAR Year 11

Task 2 – Unit 1

Assessment type: Investigation

Conditions

Period allowed for completion of the task: two weeks

Use the case study provided to investigate the *Family Law Act 1975*

Complete the validation process in class at the end of the investigation

Suggested working time: 30 minutes

Total marks: 45

Task weighting: 10% of the school mark for this pair of units

Case study

Maryanne and John have two children, Alexandra (3 years) and Cooper (5 years). They have recently separated after twelve years of marriage. Maryanne was working part-time before the children were born, but now is a stay at home mother. John has recently been retrenched from his job as a labourer for a small building company. Maryanne and John both want the children to live with them and are arguing over the living arrangements. Both parents claim that they are each the primary carer and should have full child access or custody.

Maryanne has made claims that she left the marriage because John has been emotionally and psychologically abusive in their relationship. He never actually hit her, but was cruel and aggressive. Maryanne has become scared of him and suffers from poor self-esteem as a result. Since he has been unemployed, John has been drinking heavily.

John claims that Maryanne is not a fit mother as she neglects her children, spending too much time watching television and on her computer chatting to friends, while the children are left to look after themselves. John says the children have a poor diet while they are in her care, eating mostly junk food. They are always tired, sick and their clothes are dirty. John has told friends he has reported this to the Department for Child Protection.

Maryanne has decided to take her ex-husband to court and seek full access or custody of the children. She hopes to obtain a court order so the children can live with her on a fulltime basis.

Part A: Research notes**(22 marks)**

Investigate information and issues related to this case study.

- identify the key concerns
- collect primary sources of information related to the family situation; for example, guest speakers, interviews, questionnaires
- list and outline the role of community agencies and services available to assist the family
- explore the aims and purpose of the *Family Law Act 1975*
- outline how the *Family Law Act 1975* is implemented; include the role of the Family Court of Western Australia
- collect secondary sources of information related to Western Australian law which assists Maryanne and John and their individual rights; for example, websites, texts, journal articles, newspapers
- outline each parent's rights and responsibilities and associated laws
- outline how the best interests of the child is considered by the Family Court of Western Australia
- investigate actions that may improve the family situation and resolve arrangements for the children without having to go to court
- detail the process to commence proceedings for custody of the children
- outline issues the court may consider when deciding custody and where the children will live

The notes developed and collected through your investigation of this case study may be used during the in-class validation essay. These notes are to be submitted with the essay at the conclusion of the validation process.

Part B: Validation essay**(23 marks)**

The notes developed and collected through your investigation of this case study may be used during the in-class validation essay. These notes are to be submitted with the essay at the conclusion of the validation process.

Write an essay that offers different points of view on ways to resolve this family situation.

The discussion will:

- include an introductory paragraph related to the case study, containing understanding of the *Family Law Act 1975* and a sense of the key concerns
- consider community agencies and services best suited to assist the family
- propose actions that may improve or resolve the situation without going to court
- consider the aims and purpose of the *Family Court Act 1975* and the proceedings of the Family Court of Western Australia
- outline, with examples, how the best interests of the child is viewed by the Family Court of Western Australia
- develop an argument to support the following possible court decisions:
 - shared custody of the children; include two different behaviours the parents need to address and the reasons why
 - provides Maryanne with sole custody of the children; include two behaviours she needs to address and the reasons why
 - provides John with sole custody of the children; include two behaviours he needs to address and the reasons why
- make concluding recommendations; draw argument and points of view together.

Marking key for sample assessment task 2 – Unit 1

Part A: Research notes

Description	Marks
Investigation notes related to the case study	
Key concerns	/2
Provides an accurate account of the difference between formal and informal networks/support services	1
Notes accurately identify key concerns	2
Notes identify a key concern	1
Primary sources of information	/2
Evidence is cited systematically in the collection of notes	2
Attempt is made to cite evidence in a limited collection of notes	1
Community agencies and services	/2
Notes relate to comprehensive list of relevant agencies and services	2
Notes relate to relevant agencies and/or services	1
Parent's rights and responsibilities	/2
Notes accurately outline rights and responsibilities of parents	2
Notes generally outline rights and/or responsibilities of parents	1
Aims and purpose of the Family Law Act 1975	/2
Notes accurately identify aims and purpose of the <i>Family Law Act 1975</i>	2
Notes generally identify aims and/or purpose of the <i>Family Law Act 1975</i>	1
Family Law Act in Western Australia	/2
Notes accurately outline the <i>Family Law Act 1975</i> in Western Australia	2
Notes provide a sketchy outline of the <i>Family Law Act 1975</i> in Western Australia	1
Secondary sources of information	/2
Evidence is cited systematically in the collection of notes	2
Attempt is made to cite evidence in a limited collection of notes	1
Court view 'in the best interests of the child'	/2
Notes accurately outline considerations by the Court acting in the best interests of the child	2
Notes provide a sketchy outline of considerations by the Court acting in the best interests of the child	1
Actions to improve family situation	/2
Notes relate to a well-developed list of actions to improve the family situation without having to go to court	2
Notes relate to general actions to improve the family situation without having to go to court	1
How to commence court proceedings	/2
Notes provide accurate details of process	2
Notes provide some accurate details of process	1
Deciding custody of the children	/2
Notes provide an accurate outline of processes related to custody process	2
Notes provide a general outline of processes related to custody process	1
Part A total	/22

Part B: Essay

Description	Marks
Introductory paragraph	/2
Relates clearly to the case study, containing understanding of the <i>Family Law Act 1975</i> and provides a sense of the key concerns	2
Provides an outline of the case study and mentions the <i>Family Law Act 1975</i>	1
Community agencies and services to assist the family	/2
Provides a list and recommends appropriate community agencies and services to assist the family	2
Provides list of agencies and services which may assist the family	1
Actions to improve or resolve family issues without going to court	/2
Provides detailed, appropriate actions to improve or resolve family issues without going to court	2
Provides some actions which may or may not be appropriate to improve or resolve issues	1
Aims, purpose of the Family Court Act 1975	/3
Provides detailed, accurate description of the aims and purpose of the <i>Family Court Act 1975</i> and relates Act to proceedings in Western Australia	3
Provides an accurate description, with some details of the aims and/or purpose of the <i>Family Court Act 1975</i> and mentions application of Act in Western Australia	2
Provides an outline of the role of the <i>Family Court Act 1975</i>	1
Court's view on the best interests of the child	/3
Provides an accurate outline of considerations by the Court acting in the best interests of the child, with strong, supporting and relevant examples	3
Provides an accurate outline of some considerations by the Court acting in the best interests of the child with relevant example	2
Provides a simplistic outline of considerations by the Court acting in the best interests of the child, with example which may or may not be relevant	1
Shared custody of the children	/3
Develops a detailed argument for shared custody; shows analytical and logical understanding of the issues involved and uses relevant examples to exemplify the argument	3
Develops an argument for shared custody; shows some understanding of the issues with relevant example	2
States the role of shared custody; suggests little understanding of the issues involved with example which may or may not be relevant	1
Maryanne has sole custody of the children	/3
Develops a detailed argument for Maryanne to have sole custody; shows analytical and logical understanding of the issues to be addressed and uses relevant examples to exemplify the argument	3
Develops an argument for Maryanne to have sole custody; shows some understanding of the issues to be addressed with relevant example	2
Provides a general statement; shows little understanding of the issues, example may or may not be relevant	1
John has sole custody of the children	/3
Develops a detailed argument for John to have sole custody; shows analytical and logical understanding of the issues to be addressed and uses relevant examples to exemplify the argument	3
Develops an argument for John to have sole custody; shows some understanding of the issues to be addressed with relevant example	2
Provides a general statement; shows little understanding of the issues, example may or may not be relevant	1
The conclusion	/2
Draws the discussion and key factors together	2
Summarises the discussion	1
Part B total	/23
Part A + Part B	/45
Convert to percentage	/10%

Sample assessment task

Children, Family and the Community – ATAR Year 11

Task 7 – Unit 2

Assessment type: Production

Conditions

Period allowed for completion of the task: two weeks

The production task on social cohesion will be validated in class under test conditions

The suggested working time for the short answer questions is 20 minutes

Total marks: 30

Task weighting: 5% of the school mark for this pair of units

Social cohesion

Social cohesion is a characteristic of a society with positive connections between individuals, families and communities, and the unique qualities of how members of a community live and work together. A cohesive community demonstrates emotional connections between its members, has resilient relationships and shares common goals.

Plan and produce a product to support social cohesion within communities.

Product: Story sack

(15 marks)

- investigate story sacks: purpose, suggested contents, instructions
- use 'SWOT' strategies to select a children's book which exemplifies the concept and qualities of social cohesion
- produce the contents for a story sack and consider the following:
 - design and purpose
 - appropriate for the needs and abilities of children in a selected age group
 - domains of development
 - ethical considerations
 - economic factors
 - environmental factors
 - safety
- include a 'suggested activity' to demonstrate links between the story and the concept of social cohesion

Short answer**(15 marks)**

Students to complete the following short answer questions in class under test conditions. Suggested working time is 20 minutes.

1. Describe **two** decision-making skills required when using resources to promote social cohesion within communities. Provide examples to support your answer. (6 marks)

One: _____

Two: _____

2. Identify and describe **two** ethical factors considered good practice in the production and evaluation of a product or service or system leading to social cohesion within the community. (4 marks)

Name a product or service or system: _____

One: _____

Name a product or service or system: _____

Two: _____

3. Explain how a story sack is a useful product to build strategies for developing compassionate attitudes towards diverse cultural groups and contribute to social cohesion in communities. (5 marks)

Marking key for sample assessment task 7 – Unit 2

Description	Marks
Story sack	
Investigations	/2
Provides accurate evidence of story sack features	2
Provides general evidence of story sack features	1
Design and purpose	/2
Provides details; relevant design features and purpose of story sacks	2
Provides limited details; design features may be irrelevant and/or briefly states purpose of story sacks	1
Age appropriate	/2
Provides an accurate description of age appropriate characteristics	2
Provides a general statement of age appropriate characteristics	1
Domain of development	/2
Provides an accurate description of relevant domains of development	2
Provides a general statement of relevant domains of development	1
Ethical considerations	/2
Provides relevant aspects of ethical considerations	2
Provides a general statement of ethical considerations	1
Economic factors	/2
Provides an accurate description of relevant economic factors	2
Provides a general statement of relevant economic factors	1
Environmental factors	/2
Provides an accurate description of relevant environmental factors	2
Provides a general statement of relevant environmental factors	1
Safety considerations	/1
Outlines safety considerations	1
Short answer questions	
Decision-making skills	/6
For each of two decision-making skills:	
Provides a detailed, accurate description of the decision-making skill and links to appropriate supporting example	3
Provides an accurate description of the decision-making skill and an example	2
Provides a brief, limited statement of the decision-making skill, with or without example	1
Ethical factors leading to social cohesion	/4
For each of two ethical factors:	
Develops a description of an ethical factor with links to the production and evaluation of a product or service or system which leads to social cohesion in the community	2
Provides a general statement of an ethical factor with little understanding of connection to production and evaluation of a product or service or system which may lead to social cohesion	1
Strategies for cohesive communities	/5
Develops a sustained explanation, shows depth of understanding strategies and connections between story sack features, attitudes towards cultural groups and social cohesion. Uses appropriate examples throughout to support answer	5
Develops an explanation, shows connections between story sack features, cultural groups and social cohesion. Uses examples	4
Provides a an explanation which contains generalisations and some supporting evidence, using an example	3
Attempts to develop an explanation, mentions features of story sack, cultural groups and social cohesion	2
Provides a disjointed explanation to suggest limited understanding	1
Total	/30
Convert to percentage	/5%