



Year 12 CAES Assessment Task



Task 2: Parenting and Caring

Subject:	Community and Family Studies
Year:	12
Task:	2
Due Date:	Week 8, Term 1 – Wednesday 18 th March 2020
Mark:	/20
Weighting:	20%
Assessment Mode:	Analysis / Essay Response

Outcomes

- H3.2** Evaluate networks available to individuals, groups and families within communities.
- H3.4** critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities.
- H4.2** Communicates ideas, debates issues and justifies opinions.
- H5.2** Develops strategies for managing multiple roles and demands of family work and other environments.

Submission / Late Policy

Students are expected to submit their assessment tasks during the period the class meets on the due date. Students submitting assessment tasks at the staff room should only submit these tasks to their teacher or a nominated representative from the faculty. If the task is collected by anyone else the student **MUST** ask for a signed submission receipt.

Year 11-12 students will receive a zero for failing to submit their assessment task by the due date unless they have a doctor's certificate stating the nature of their absence. This is in line with NESAs ACE manual.

If you are absent on the due date you must submit the assessment task with a doctor's certificate on the first day that you return to school, whether you have the class or not. Failure to supply a doctor's certificate may result in a zero being awarded for the task.

A.L.A.R.M - "A Learning and Responding Matrix" for PDHPE

When writing a response aim to include the following, relevant information for the key word specific to your question:

NAME AND DEFINE	DESCRIBE	EXPLAIN	ANALYSE CRITICALLY ANALYSE	EVALUATE
				How well does it do it?
			What does it lead to? Who can it help/ affect?	What does it lead to? Who can it help/affect?
		How does it do it?	How does it do it?	How does it do it?
	What does it do?	What does it do?	What does it do?	What does it do?
What is it?	What is it?	What is it?	What is it?	What is it?
These can also be explained as:				
<ul style="list-style-type: none"> ✓ POINT INTRODUCE ✓ IDENTIFY 	<ul style="list-style-type: none"> ✓ ELABORATE ✓ DESCRIBE 	<ul style="list-style-type: none"> ✓ PROVIDE ✓ EXAMPLES EXPLAIN ✓ DISCUSS 	<ul style="list-style-type: none"> ✓ ANALYSE ✓ POSITIVE AND NEGATIVE APPLICATIONS 	<ul style="list-style-type: none"> ✓ LINK BACK TO QUESTION ✓ CONCLUDE ✓ MAKING JUDGEMENT ✓ SHOWING AN APPRECIATION ✓ EVALUATE

MARKING/ASSESSMENT CRITERIA:

QUESTION 1

(10 Marks) - *Analyse* how multiple role expectations may impact on individual wellbeing and family relationships.

Criteria	Marks	Mark Achieved
<ul style="list-style-type: none">• Demonstrates an extensive knowledge and understanding of multiple role expectations with five influences included• Identifies the relationship between multiple role expectations and individual wellbeing and family relationships• Illustrates answer with relevant examples• Effectively communicates ideas in an organised manner using appropriate terminology.	9-10	
<ul style="list-style-type: none">• Demonstrates a thorough knowledge and understanding of multiple role expectations with five influences included• Identifies the relationship between multiple role expectations and individual wellbeing and/or family relationships• Provides relevant examples• Communicates ideas in an organised manner using appropriate terminology.	7-8	
<ul style="list-style-type: none">• Demonstrates a sound knowledge and understanding of multiple role expectations with three or four influences included• Provides some information that shows a link between multiple role expectations and individual wellbeing and/or family relationships• Uses narrow examples• Communicates ideas in a clear manner using appropriate terminology.	5-6	
<ul style="list-style-type: none">• Demonstrates a basic knowledge and understanding of multiple role expectations with two or three influences included• Refers to individual wellbeing and/or family relationships• Uses examples that rely on personal experience• Communicates ideas in a basic form using some relevant terminology.	3-4	
<ul style="list-style-type: none">• Provides some information about multiple role expectations and or individual wellbeing and family relationships with one or no influence included• Communicates some simple ideas.	1-2	

Teacher's Feedback:

QUESTION 2

(10 Marks) - *Propose strategies to assist parents and carers with managing their multiple commitments.*

<i>Criteria</i>	<i>Marks</i>	<i>Mark Achieved</i>
<ul style="list-style-type: none">• Demonstrates an extensive knowledge and understanding of managing roles and demands in different circumstances.• Proposes a wide range of strategies parents can use to manage roles and demands of family, work and other commitments.• Illustrates answer with relevant examples• Effectively communicates ideas in an organised manner using appropriate terminology.	9-10	
<ul style="list-style-type: none">• Demonstrates a thorough knowledge and understanding of managing roles and demands in different circumstances.• Proposes a number of strategies parents can use to manage roles and demands of family, work and other commitments.• Provides relevant examples• Communicates ideas in an organised manner using appropriate terminology.	7-8	
<ul style="list-style-type: none">• Demonstrates a sound knowledge of managing roles and/or demands of family work and other commitments.• Proposes strategies parents can use to manage roles and/or demands of family, work and other commitments.• Uses narrow examples• Communicates ideas in a clear manner using appropriate terminology.	5-6	
<ul style="list-style-type: none">• Demonstrates a basic knowledge of managing roles and/or demands of family, work and other commitments.• Proposes unrealistic strategies for parents to manage roles and/or demands of family, work and other commitments.• Uses examples that rely on personal experience.• Communicates ideas in a basic form using some relevant terminology.	3-4	
<ul style="list-style-type: none">• Provides some information about parents managing roles or demands• Communicates simple ideas.	1-2	

Teacher's Feedback:
