

## ASSESSMENT OUTLINE

### CHILDREN, FAMILY AND THE COMMUNITY – GENERAL YEAR 11: 2021

#### UNIT 1 AND UNIT 2

Assessment type	Assessment type weighting	Assessment task weighting	When/due date/ start and submission date	Assessment task	Syllabus content
Investigation	30%	10%	Semester 1 Term 1 Week 5	<b>Task 1:</b> Resources and services for individuals and families Investigate resources and support services available to meet needs and wants of the individual or family, and community services available in Western Australia. Suggest strategies to resolve an individual or family issue or idea.	<b>Factors affecting development</b> <ul style="list-style-type: none"> <li>family types and structures: Adoptive, blended, childless, communal, de facto, extended, foster, nuclear, same sex couples, sole parent</li> <li>roles and responsibilities of family in the community</li> <li>influence of beliefs and values of family members on the growth and development of individuals</li> <li>community services available to individuals and families in Western Australia</li> </ul>
		10%	Semester 2 Term 3 Week 6	<b>Task 6:</b> Individual growth and development Investigate the impact of biological and environmental influences on the growth and development of individuals, particularly genetics and nutrition factors.	<b>Individuals and their needs</b> <ul style="list-style-type: none"> <li>the relationship between individuals and their needs in Maslow's Hierarchy of Needs – the five-stage model</li> <li>relationship between growth and development for individuals, such as toddlers, teenagers and adults</li> </ul> <b>Influences on individual growth and development</b> <ul style="list-style-type: none"> <li>biological and environmental influences on the growth and development of individuals</li> <li>the impact of biological and environmental influences on the growth and development of individuals</li> <li>genetics, nutrition</li> </ul> <b>Well-being</b> <ul style="list-style-type: none"> <li>lifestyle behaviours that promote optimal growth, development and well-being</li> <li>influence and impact of lifestyle behaviours on the growth and development of individuals</li> <li>strategies and tools for self-management skills <ul style="list-style-type: none"> <li>resource management</li> <li>budgeting</li> </ul> </li> <li>effective communication strategies, such as verbal, non-verbal and visual</li> </ul>



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		10%	Semester 2 Term 4 Week 4	<p><b>Task 8:</b> Support services          Examine a community issue related to families; investigate roles and responsibilities of networks or services that promote and support the well-being of individuals and groups.</p>	<p><b>Support services</b></p> <ul style="list-style-type: none"> <li>• examine a community issue that relates to families</li> <li>• individual well-being and community health issues and their implications on the community</li> <li>• roles and responsibilities of networks or services to promote and support the well-being of individuals and groups</li> <li>• influence of community attitudes, beliefs and values on the development of resources and support services</li> </ul> <p><b>Support services</b></p> <ul style="list-style-type: none"> <li>• examine a community issue that relates to families</li> <li>• individual well-being and community health issues and their implications on the community</li> <li>• roles and responsibilities of networks or services to promote and support the well-being of individuals and groups</li> <li>• influence of community attitudes, beliefs and values on the development of resources and support services</li> </ul> <p><b>Ethical responsibilities</b></p> <ul style="list-style-type: none"> <li>• rights and responsibilities of individuals and groups and the consequences and sanctions if rules and laws are not followed</li> <li>• ethical behaviours, values, rules, regulations and responsibilities of specific community groups and institutions</li> <li>• conflict resolution strategies, such as 'win, win', compromise and negotiation</li> </ul>
Production	55%	15%	Semester 1 Term 2 Week 1	<p><b>Task 2:</b> Growth and development portfolio          Produce a detailed portfolio about your growth and development. Identify significant developmental milestones, include domains of growth and development and collect primary sources such as an interview with a family member. Consider family access to existing products or community services throughout childhood.</p>	<p><b>Nature of growth and development</b></p> <ul style="list-style-type: none"> <li>• the domains of development: physical, social, emotional, cognitive, spiritual/moral</li> <li>• differences in growth and development of individuals</li> <li>• the importance of meeting the developmental needs of an individual</li> <li>• biological and environmental influences on the growth and development of individuals</li> </ul>



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		20%	Semester 1 Term 2 Week 9	<p><b>Task 4: Helping out</b>            Plan, design and produce an item or care package for an individual or family in need or in a crisis situation. Develop appropriate solutions to meet human needs, working individually or collaboratively. Implement strategies and skills for self-management.</p>	<p><b>Helping out</b></p> <ul style="list-style-type: none"> <li>• use the technology process when working individually or collaboratively to develop appropriate solutions to meet human needs</li> <li>• strategies and tools for self-management skills               <ul style="list-style-type: none"> <li>• goal setting</li> <li>• time management</li> <li>• reflection</li> </ul> </li> <li>• human and non-human resources for working collaboratively</li> </ul>
		20%	Semester 2 Term 3 Week 10	<p><b>Task 7: Taking action</b>            Plan, design and produce educational products suitable for an advertising campaign or expo exhibition related to childhood/adolescent health issues. Consider the influence of protective and preventative strategies on the growth and development of individuals.</p>	<p><b>Communicating and advocating</b></p> <ul style="list-style-type: none"> <li>• use research skills to gather information from primary and secondary sources</li> <li>• communicate ideas using appropriate formats considering purpose and audience</li> <li>• investigate an individual or family issue or ideas</li> </ul> <p><b>Processes for meeting needs</b></p> <ul style="list-style-type: none"> <li>• characteristics of existing products or community services available for individuals and families</li> <li>• attitudes, beliefs and values of developers and their influence on products or services for a target market</li> <li>• consider social, environmental and economic factors, and the concept of the Triple Bottom Line when producing and evaluating products or services</li> </ul> <p><b>Managing and collaborating</b></p> <ul style="list-style-type: none"> <li>• strategies and tools for effective decision making, such as PMI (plus, minus, interesting) and</li> <li>• SWOT (strengths, weaknesses, opportunities and threats)</li> <li>• resolution strategies using a decision-making process, such as PMI (plus, minus, interesting), APC (alternatives, possibilities and choices) and OPV (other people's views)</li> </ul>



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					<ul style="list-style-type: none"> <li>• use the technology process when working individually or collaboratively to develop appropriate solutions to meet human needs</li> <li>• strategies and tools for self-management skills: goal setting, resource management, time management, budgeting, reflection</li> <li>• human and non-human resources for working collaboratively</li> </ul>
Response	15%	5%	Semester 1 Term 2 Week 4	<p><b>Task 3: Test</b> Features of rules, regulations, and laws will be examined. Demonstrate the use of decision-making processes to resolve issues with consideration for individual rights and responsibilities related to family challenges.</p>	<p><b>Helping out</b></p> <ul style="list-style-type: none"> <li>• use the technology process when working individually or collaboratively to develop appropriate solutions to meet human needs</li> <li>• strategies and tools for self-management skills               <ul style="list-style-type: none"> <li>• goal setting</li> <li>• time management</li> <li>• reflection</li> <li>• human and non-human resources for working</li> </ul> </li> </ul> <p><b>Stereotypes</b></p> <ul style="list-style-type: none"> <li>• stereotypes and their influence on individuals, family and community life</li> <li>• strategies and tools for effective decision making</li> <li>• communicate ideas using appropriate formats considering purpose and</li> </ul> <p><b>Rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>• rights and responsibilities of individuals related to family challenges and daily life</li> <li>• features and relationship between rules, regulations and laws</li> <li>• resolution strategies using a decision-making process</li> </ul>
		10%	Semester 2 Term 3 Weeks 5-9	<p><b>Task 5: Virtual baby parenting program and journal – submit according to class roster OR Reflective journal OR Test – based on the concept of sustainable living, influence of</b></p>	<p><b>Support services</b></p> <ul style="list-style-type: none"> <li>• examine a community issue that relates to families</li> <li>• individual well-being and community health issues and their implications on the community</li> </ul>



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				community attitudes on the selection and allocation of resources, considering social, environmental and economic factors, and the concept of the Triple Bottom Line.	<ul style="list-style-type: none"><li>• roles and responsibilities of networks or services to promote and support the well-being of individuals and groups</li><li>• influence of community attitudes, beliefs and values on the development of resources and support services</li></ul>
Total	100%	100%			

**PLEASE NOTE:** ASSESSMENT DATES MAY CHANGE DUE TO SCHOOL COMMITMENTS AND CHANGES TO THE SCHOOL CALENDAR