

## ASSESSMENT OUTLINE

### CHILDREN, FAMILY AND THE – GENERAL YEAR 12: 2021

#### UNIT 3 AND UNIT 4

Assessment type	Assessment type weighting	Assessment task weighting	When/due date/ start and submission date	Assessment task	Syllabus Content
Investigation	25%	10%	Term 1 Week 8	<b>Task 2: Inequity and injustice issues</b> Locate, select, organise, present and evaluate information from primary and secondary sources to investigate an inequity or injustice issue experienced by individuals and/or families, and the concept of advocating.	<b>Society and support systems</b> <ul style="list-style-type: none"> <li>Relationship between beliefs and values and the management and use of resources and support systems</li> </ul>
		15%	Term 3 Week 1	<b>Task 6: Growth and development – the theorists</b> Investigate a theory of growth and development and the relationship between growth and development for individuals and groups. Observe, predict, note and reflect on the behaviours associated with the theory.	<b>Factors affecting development</b> <ul style="list-style-type: none"> <li>Factors affect developmental needs during different stages of life</li> </ul>
Production	50%	15%	Term 2 Week 3	<b>Task 3: Cultural celebration</b> Work collaboratively to produce resources and create an opportunity to celebrate cultural diversity within communities. Consider the impact of attitudes, beliefs and values on the management and use of resources, networks and support systems.	<b>Society and support systems</b> <ul style="list-style-type: none"> <li>relationship between beliefs and values and the management and use of resources and support systems</li> </ul> <b>Social issues and trends</b> <ul style="list-style-type: none"> <li>Social issues are influenced by many factors.</li> </ul>
		15%	Term 2 Week 7	<b>Task 4: Families in Australia – a care package</b> Implement self-management skills and produce a care package to meet the changing needs of individuals, families and communities. In the development of the care package, consider functional, social, cultural or economic features to address an identified need and reflect community beliefs and values.	<b>Factors affecting development</b> <ul style="list-style-type: none"> <li>Factors affect developmental needs during different stages of life</li> </ul> <b>Social issues and trends</b> <ul style="list-style-type: none"> <li>Social issues are influenced by many factors.</li> </ul>

**ASSESSMENT OUTLINE**  
**CHILDREN, FAMILY AND THE – GENERAL YEAR 12: 2021**  
**UNIT 3 AND UNIT 4**

		20%	Term 3 Week 6	<p><b>Task 7: Advocacy project</b> Identify a local, state or national issue and, using primary and secondary sources, develop and produce an advocacy plan considering: the role of the advocate, types of advocacy, the aim of empowering others and the skills involved. Implement decision-making processes throughout the advocacy project.</p>	<p><b>Society and support systems</b></p> <ul style="list-style-type: none"> <li>relationship between beliefs and values and the management and use of resources and support systems</li> </ul> <p><b>Social issues and trends</b></p> <ul style="list-style-type: none"> <li>Social issues are influenced by many factors.</li> </ul>
Response	10%	5%	Term 1 Week 3	<p><b>Task 1: Test – Principles of development</b> An in-class test based on the principles of development and domains of growth, and the relationship between the principles and domains for individuals throughout life.</p>	<p><b>Factors affecting development</b></p> <ul style="list-style-type: none"> <li>Factors affect developmental needs during different</li> </ul>
		5%	Term 3 Week 9	<p><b>Task 8: Test – Family changes</b> An in-class test based on the impact of change in family types and structures on communities, and the influence of government and community strategies, with consideration to social, cultural, environmental, economic, political and technological factors.</p>	<p><b>Processes for meeting needs</b></p> <ul style="list-style-type: none"> <li>Growth and development, individuality and diversity is fundamental to meeting needs.</li> </ul> <p><b>Factors affecting development</b></p> <ul style="list-style-type: none"> <li>Factors affect developmental needs during different</li> </ul>
Externally Set Task	15%	15%	Term 2 Week 3/4	<p><b>Task 5: Externally set task</b> A task set by the SCSA based on the following content from Unit 3 – Building on Relationships</p>	<p><b>Factors affecting development</b></p> <ul style="list-style-type: none"> <li>Influences on growth and development of individuals and families               <ul style="list-style-type: none"> <li>social</li> <li>cultural</li> <li>environmental</li> <li>economic</li> </ul> </li> </ul> <p><b>Communicating and advocating</b></p> <ul style="list-style-type: none"> <li>locate, select, organise, present and evaluate information from primary and secondary sources</li> <li>inequity or injustice issues experienced by individuals and/or families</li> </ul>



ASSESSMENT OUTLINE  
CHILDREN, FAMILY AND THE – GENERAL YEAR 12: 2021  
UNIT 3 AND UNIT 4



					<p><b>Processes for meeting needs</b></p> <ul style="list-style-type: none"><li>the functional, social, cultural and economic features of products, services or systems developed for individuals, families and communities to meet their needs</li></ul> <p><b>Ethical and legal awareness</b></p> <ul style="list-style-type: none"><li>aim and purpose of <i>The United Nations Convention of the Rights of the Child 1989</i> (registered 1990) and its effect on wellbeing of children, families and communities</li></ul>
Total	100%	100%			

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