

## ASSESSMENT OUTLINE

### CHILDREN, FAMILY AND THE COMMUNITY – GENERAL YEAR 11: 2022

### UNIT 1 AND UNIT 2

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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 Handed out week 3 Due in 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.	<p><b>Factors affecting development</b></p> <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> <p><b>Social Structures and systems</b></p> <ul style="list-style-type: none"> <li>the function of the family for safety and security of individuals in the stages of the family life cycle</li> <li>resource and support services available for families to meet their needs and wants</li> </ul> <p><b>Communicating and advocating</b></p> <ul style="list-style-type: none"> <li>investigate an individual or family issue or idea</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 SWOT (strengths, weaknesses, opportunities and threats)</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.	<p><b>Nature of Growth and Development</b></p> <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               <ul style="list-style-type: none"> <li>genetics</li> <li>nutrition</li> </ul> </li> </ul> <p><b>Factors Affecting Development</b></p>



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					<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> </ul> <p><b>Managing and Collaborating</b></p> <ul style="list-style-type: none"> <li>strategies and tools for self-management skills               <ul style="list-style-type: none"> <li>goal setting</li> <li>resource management</li> <li>time management</li> <li>budgeting</li> <li>reflection</li> </ul> </li> <li>effective communication strategies, such as verbal, non-verbal and visual</li> </ul>
		10%	Semester 2 Term 4 Week 4	<p><b>Task 8: Support services</b>          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>Communicating and Advocating</b></p> <ul style="list-style-type: none"> <li>examine a community issue that relates to families</li> </ul> <p><b>Social Issues and Trends</b></p> <ul style="list-style-type: none"> <li>individual well-being and community health issues and their implications on the community</li> </ul> <p><b>Social Structures and Systems</b></p> <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> <p><b>Ethical and Legal Awareness</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> </ul> <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 idea</li> </ul>



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					<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>• <b>conflict resolution strategies, such as 'win, win', compromise and negotiation</b></li> <li>• strategies and tools for effective decision making, such as PMI (plus, minus, interesting) and 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>
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>Social issues and trends</b></p> <ul style="list-style-type: none"> <li>• social issues and their influence on families and communities</li> </ul> <p><b>Ethical and Legal Awareness</b></p> <ul style="list-style-type: none"> <li>• values and ethical decision making for individuals, families and the community</li> </ul> <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> </ul> <p><b>Managing and Collaborating</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> </ul>



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					<ul style="list-style-type: none"> <li>human and non-human resources for working collaboratively</li> </ul>
		20%	Semester 1 Term 2 Week 9	<p><b>Task 3: 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>Processes for meeting needs</p> <ul style="list-style-type: none"> <li>attitudes, beliefs and values of developers and their influence on products or services for a target market</li> <li>features of existing products or services for individuals and families               <ul style="list-style-type: none"> <li>aesthetic</li> <li>functional</li> <li>social</li> <li>financial</li> <li>environmental</li> </ul> </li> <li>beliefs and values that influence development and use of products or services               <ul style="list-style-type: none"> <li>developer</li> <li>individual</li> </ul> </li> </ul> <p>Processes for Meeting Needs</p> <ul style="list-style-type: none"> <li>attitudes, beliefs and values of developers and their influence on products or services for a target market</li> <li>features of existing products or services for individuals and families               <ul style="list-style-type: none"> <li>aesthetic</li> <li>functional</li> <li>social</li> <li>financial</li> <li>environmental</li> </ul> </li> <li>beliefs and values that influence development and use of products or services               <ul style="list-style-type: none"> <li>developer</li> <li>individual</li> </ul> </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>Factors Affecting Development</p> <ul style="list-style-type: none"> <li>lifestyle risk factors, such as smoking, alcohol consumption and illicit drugs and their impact on individuals, groups, and the community</li> <li>influence of protective and preventative strategies on the growth and development of individuals</li> </ul> <p>Communicating and Advocating</p> <ul style="list-style-type: none"> <li>collate and present information using appropriate formats and consider purpose and audience</li> </ul>



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					<p><b>Managing and Collaborating</b></p> <ul style="list-style-type: none"> <li>influences on decision making and goal setting             <ul style="list-style-type: none"> <li>attitudes</li> <li>beliefs</li> <li>values</li> </ul> </li> <li>conflict resolution strategies, such as ‘win, win’, compromise and negotiation</li> </ul>
Response	15%	5%	Semester 1 Term 2 Week 4	<p><b>Task 4: 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>Managing and Collaborating</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</li> <li>Strategies and tools for effective decision making, such as PMI (plus, minus and interesting) and SWOT (strengths, weaknesses, opportunities and threats)</li> </ul> <p><b>Social Issues and Trends</b></p> <ul style="list-style-type: none"> <li>stereotypes and their influence on individuals, family and community life</li> </ul> <p><b>Ethical and Legal Awareness</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> </ul> <p><b>Communicating and Advocating</b></p> <ul style="list-style-type: none"> <li>communicate ideas using appropriate formats considering purpose and audience</li> </ul> <p><b>Managing and Collaborating</b></p> <ul style="list-style-type: none"> <li>resolution strategies using a decision-making process, such as PMI (plus, minus and interesting), APC (alternatives, possibilities and choices) and OPV (other peoples’s views)</li> </ul>



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		10%	Semester 2 Term 3 Weeks 1-9	<p><b>Task 5:</b> Virtual baby parenting program and journal – submit according to class roster <b>OR</b> Reflective journal <b>OR</b> Test – based on the concept of sustainable living, influence of community attitudes on the selection and allocation of resources, considering social, environmental and economic factors, and the concept of the Triple Bottom Line.</p>	<p><b>Nature of Growth and Development</b></p> <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> <p><b>Social Issues and trends</b></p> <ul style="list-style-type: none"> <li>the concept of sustainable living</li> <li>influence of community attitudes, beliefs and values on the selection and allocation of resources to meet a specific need</li> <li>relationships between individuals and families to create sustainable patterns of living</li> </ul> <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>use research skills to locate, select, organise and evaluate information from primary and secondary sources</li> </ul> <p><b>Processes for Meeting Needs</b></p> <ul style="list-style-type: none"> <li>consider social, environmental, and economic factors, and the concept of the Triple Bottom Line when producing and evaluating products or services</li> </ul>
Total	100%	100%			

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