## Sample assessment outline

**Children, Family and the Community – General Year 12**

Unit 3 and Unit 4

<table>
<thead>
<tr>
<th>Assessment type</th>
<th>Assessment type weighting</th>
<th>Assessment task weighting</th>
<th>Due date</th>
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| Investigation   | 25%                       | 10%                       | Semester 1 Week 7 | **Task 2:** Inequity and injustice issues  
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. |
|                 |                           | 15%                       | Semester 2 Week 5 | **Task 6:** Growth and development – the theorists  
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. |
| Production      | 50%                       | 15%                       | Semester 1 Week 11 | **Task 3:** Cultural celebration  
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. |
|                 |                           | 15%                       | Semester 1 Week 14 | **Task 4:** Families in Australia – a care package  
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. |
| Response        | 10%                       | 5%                        | Semester 1 Week 3 | **Task 7:** Advocacy project  
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. |
|                 |                           | 5%                        | Semester 2 Week 13 | **Task 8:** Test – Family changes  
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. |
| Externally set task | 15%                       | 15%                       | Semester 1 Week 14 | **Task 5:** Externally set task  
A task set by the SCSA based on the following content from Unit 3 – <teacher to insert information provided by the Authority>. |

**Total** 100% 100%