



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: PDHPE Course: CAFS Year: 12

Assessment Task: Assessment Task 3: Parenting & Caring

Assessment Weighting: 30% Due: Term 2 Week 7 Date: Wed 12th June (Period 3)

Task Type: Hand in Task  In Class Task  Practical Task

### Outcomes assessed (NESA)

H2.1 analyses different approaches to parenting and caring relationships

H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

H5.2 develops strategies for managing multiple roles and demands of family, work and other environments

### Task Description/Overview

Students have been developing their understanding of the types of parents and carers. They have explained how to best prepare for the role of becoming a parent or carer to optimise the wellbeing of the dependent. Students have analysed a range of factors which affect the parenting and caring roles inclusive of the characteristics of the dependent, personal and social influences, as well as parenting and caring styles. Students have examined a range of support networks available to assist parents and carers in their role.

Students will be required to complete a hand in task and an in class task for this assessment.

Part A – Hand in task – 20 Marks

Part B – Unseen questions – 15 Marks

**TOTAL- 35 Marks**

### Detailed Assessment Task Description

Part A: Hand in task **DUE PERIOD 3 IN CLASS.**

*Your responses to this task must be handwritten.*

**TASK - Investigate** the various **FORMAL** support networks available to parents or carers. **(20 MARKS)**

To complete the investigation, you will need to:

1. Select a type of parent OR carer
  - Biological parent
  - Social Parent – adoptive, surrogacy, foster or step-parent
  - Carer
2. Provide **two (2)** examples of organisations from each of the below areas of support and **describe** what the organisation does to help support your chosen parent or carer (maximum 2 A4 pages) **(10 marks)**
  - **Counselling**
  - **Child-care**
  - **Health care**
  - **Education**
  - **Financial support**
  - **Respite care**

**3. Explain** how different types of formal support can assist parents OR carers to: **(10 marks)**

- a) Prepare for their roles (PBS) – Maximum  $\frac{3}{4}$  Page
- b) Fulfil their responsibilities (DSD) – Maximum  $\frac{3}{4}$  Page
- c) Maintain their own wellbeing (SPEECS) – Maximum  $\frac{3}{4}$  Page

*A minimum of **TWO (2)** formal support services for each section (a, b and c) must be used.*

**Students will be given 2 periods in class to prepare for this task. This task should be no more than 4 pages.**

**Part B: In class – 15 marks**

You have studied the Core Unit - **Parenting and Caring**. As part of this unit, you have used the film “Big Daddy” as a stimulus. The film has been viewed in class in preparation for this task. Any student, who was absent when this occurred, will need to make arrangements to view the film prior to the assessment date.

You will be required to answer a variety of unseen questions based on the following syllabus points:

- **Becoming a parent or carer**
- **Factors affecting the roles of parents or carers**

**You will be given 40 minutes of working time plus 5 minutes of reading time.  
No written materials can be taken into the assessment.**

<b>Assessment Criteria</b>		
<b>Grade</b>	<b>Description</b>	<b>Mark</b>
<b>Outstanding (O)</b>	<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding of organisations that provide formal support to biological parents, social parents OR carers</li> <li>• Provides two (2) relevant and accurate examples of organisations with reference to all formal support networks.</li> <li>• Provides features and characteristics of what the organisation does to help support biological parents, social parents OR carers</li> <li>• Presents a logical and cohesive response</li> </ul>	<b>9-10</b>
<b>High (H)</b>	<ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding of organisations that provide formal support to biological parents, social parents OR carers</li> <li>• Provides two (2) relevant and accurate examples of organisations with reference to a range of formal support networks.</li> <li>• Sketches in general terms what the organisation does to help support biological parents, social parents OR carers</li> <li>• Presents a logical response</li> </ul>	<b>7-8</b>
<b>Sound (S)</b>	<ul style="list-style-type: none"> <li>• Provides some information relevant to organisations that provide formal support to biological parents, social parents OR carers</li> <li>• Provides 1-2 relevant and accurate examples of organisations with reference to some formal support networks.</li> <li>• Provides relevant information on what the organisation does to help support biological parents, social parents OR carers</li> </ul>	<b>5-6</b>
<b>Basic (B)</b>	<ul style="list-style-type: none"> <li>• Identifies an organisation and some information relevant to formal support networks</li> <li>• May provide examples <b>OR</b></li> <li>• Lists what an organisation does to help support biological parents, social parents OR carers</li> </ul>	<b>3-4</b>
<b>Limited (L)</b>	<ul style="list-style-type: none"> <li>• Provides relevant information <b>OR</b></li> <li>• Non-serious attempt</li> </ul>	<b>0-2</b>

<b>Assessment Criteria</b>		
<b>Grade</b>	<b>Description</b>	<b>Mark</b>
<b>Outstanding (O)</b>	<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding of two (2) formal support services that can assist parents and carers for each of the aspects relative to preparing for their roles, fulfilling responsibilities and maintaining their own wellbeing</li> <li>• Communicates ideas and information using many relevant and accurate examples</li> <li>• Presents a logical and cohesive response</li> </ul>	<b>9-10</b>
<b>High (H)</b>	<ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding of two (2) formal support services that can assist parents and carers for most aspects relative to preparing for their roles, fulfilling responsibilities and maintaining their own wellbeing</li> <li>• Communicates ideas and information using relevant and accurate examples</li> <li>• Presents a logical response</li> </ul>	<b>7-8</b>
<b>Sound (S)</b>	<ul style="list-style-type: none"> <li>• Provides sound information relevant to 1-2 formal support services that can assist parents and carers for each of the aspects relative to preparing for their roles, fulfilling responsibilities and maintaining their own wellbeing</li> <li><b>OR</b></li> <li>• Provides sound information relevant to 1-2 formal support networks for 1-2 aspects (preparing for their roles, fulfilling responsibilities and maintaining their own wellbeing)</li> <li>• Communicates some information using examples</li> </ul>	<b>5-6</b>
<b>Basic (B)</b>	<ul style="list-style-type: none"> <li>• Provides basic information relevant to formal support services that can assist parents and carers for each of the aspects relative to preparing for their roles, fulfilling responsibilities and maintaining their own wellbeing</li> <li><b>OR</b></li> <li>• Attempts to provides examples</li> </ul>	<b>3-4</b>
<b>Limited (L)</b>	<ul style="list-style-type: none"> <li>• Provides relevant information relevant to formal support services</li> <li><b>OR</b></li> <li>• Non-serious attempt</li> </ul>	<b>0-2</b>

### **Satisfactory completion of courses**

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes