

Year 9 Child Studies

Task Weighting: 20%

Unit: Family Ties

Task: Family Focus Movie Analysis - Blended

Task Type: In class assessment task

Due date: Watch Film in class :Tuesday 18th March
(Period 4) & Thursday 20th April (Period 2)

Complete in class and submit on Google Classroom:
Friday 21st April 2025.

Date Distributed: Thursday 6th March 2025

Outcomes

- describes the factors that affect the health and wellbeing of the child CS5-2
- discusses the importance of positive relationships for the growth and development of children CS5-7
- applies evaluation techniques when creating, discussing and assessing information related to child growth and development CS5-12

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

This task allows students to demonstrate the importance of families and a sense of belonging for children within a family unit. Students are to review a stimulus and make judgements throughout movie about the impact that the family structures have on the wellbeing of children, within the movie.

2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

This assessment task is based on the 'Family Ties' unit of work. This task allows students to demonstrate the importance of a family in the stages of growth and development of a child.

3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

Task Outline

INSTRUCTIONS:

Students have developed an understanding of the roles and functions of family and how they assist in meeting the needs of children. Students are required to apply the information already presented and learnt in Child Studies lessons to demonstrate their level of knowledge and understanding through application.

Students are to watch the film “Blended” (PG) and answer the following questions regarding the various family structures, impact of the current family structure on the children and sense of belonging that develops throughout the movie:

1. Identify the themes that are evident throughout the movie? (2 marks)
2. Classify a) Lauren’s family structure? (1 mark)
b) Jim’s family structure? (1 mark)
c) Eddy and Ginger’s family structure? (1 mark)
3. When considering the role and function of families, describe two situations in the movie where Jim’s daughters displays a lack of a sense of belonging, prior to the family holiday. (2 marks)
4. One of Lauren’s son’s has terrible tantrums. Describe Lauren’s response to these tantrums? (2 marks)
5. One of Lauren’s son’s has terrible tantrums. Describe Jim’s response? (2 marks)
6. Each family (Lauren, Jim, Eddy & Ginger) portrays different family changes throughout the movie. Explain each family’s changes and identify how each family works through these changes. (9 marks)
7. Discuss how a supportive family environment can positively impact a child’s growth and development and sense of belonging. Use examples from the movie to support your answer. (10 marks)

NOTE: The Scaffold for this task is on Google Classroom.

Details for Submission

Students must upload their completed answers into Google Classroom for grading by the due date.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

Check the NESA Glossary of Key Words for further guidance:

- **Describe** - Provide characteristics and features.
- **Explain** - Relate cause and effect; make the relationships between things evident; provide why and/or how.
- **Discuss**- Identify issues and provide points for and/or against.
- **Classify** - Arrange or include in classes/categories.
- **Identify** - Recognise and name.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-key-words>

Teacher Feedback

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through information provided on the notification.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.

4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

Marking Criteria

Questions 1-5 (RO4)

| Level | Criteria | Marks |
|-------------------|--|--------------|
| Extensive | <ul style="list-style-type: none"> ▪ Demonstrates a comprehensive understanding of family structures and roles of families through completing the movie analysis. ▪ Presents highly appropriate situational examples from the movie which demonstrates a character's lack of a sense of belonging. | 10-11 |
| Thorough | <ul style="list-style-type: none"> ▪ Demonstrates a high level of understanding of family structures and roles of families through completing the movie analysis. ▪ Presents appropriate situational examples from the movie which demonstrates a character's lack of a sense of belonging. | 8-9 |
| Sound | <ul style="list-style-type: none"> ▪ Demonstrates an understanding of family structures and roles of families through completing most of the movie analysis. ▪ Presents an appropriate example from the movie which demonstrates a character's lack of a sense of belonging. | 5-7 |
| Basic | <ul style="list-style-type: none"> ▪ Presents points regarding some family structures and roles of families through completing most of the movie analysis. ▪ Presents a brief example from the movie linking to a sense of belonging. | 3-4 |
| Elementary | <ul style="list-style-type: none"> ▪ Minimal completion of the movie analysis, with a relevant point of information and/or identified an example from the movie. | 1-2 |

Question 6 (RO1)

| Level | Criteria | Marks |
|-------------------|---|------------|
| Extensive | <ul style="list-style-type: none"> ▪ Demonstrates an exemplary understanding of changes that may occur to all three families, the impact of the changes and how a family adjusts. ▪ Highly appropriate examples of family changes from the movie are presented within the response. | 9 |
| Thorough | <ul style="list-style-type: none"> ▪ Demonstrates an understanding of most of the changes that occurred to all three families, the impact of the changes and how a family adjusts. ▪ Appropriate examples of family changes from the movie are presented within the response. | 7-8 |
| Sound | <ul style="list-style-type: none"> ▪ Demonstrates an understanding of some of the changes that occurred to some of the families, and how a family adjusts. ▪ Appropriate examples of family changes from the movie are presented within the response. | 5-6 |
| Basic | <ul style="list-style-type: none"> ▪ Demonstrates a brief understanding of some of the changes that occurred to some of the families. ▪ A brief identification of examples of family changes from the movie is evident. | 3-4 |
| Elementary | <ul style="list-style-type: none"> ▪ Lists some family changes that occur. | 1-2 |

Question 7 (RO3)

| Level | Criteria | Marks |
|------------------|--|---------------|
| Extensive | <ul style="list-style-type: none"> ▪ Demonstrates a comprehensive understanding of the importance of a supportive family environment on the sense of belonging and wellbeing of a child. ▪ Presents highly appropriate situational examples from the movie which demonstrates a positive impact on a child's sense of belonging. | 9 - 10 |
| Thorough | <ul style="list-style-type: none"> ▪ Demonstrates an understanding of the importance of a supportive family environment on the sense of belonging and wellbeing of a child. ▪ Presents appropriate situational examples from the movie which demonstrates a positive impact on a child's sense of belonging. | 7 - 8 |

| | | |
|-------------------|--|--------------|
| Sound | <ul style="list-style-type: none"> ▪ Demonstrates some understanding of the importance of a supportive family environment on the sense of belonging or wellbeing of a child. ▪ Presents some examples from the movie which demonstrates a positive impact on a child's sense of belonging. | 5 – 6 |
| Basic | <ul style="list-style-type: none"> ▪ Demonstrates some information on the importance of a supportive family environment. ▪ Presents an example from the movie with a link to a child's sense of belonging. | 3 - 4 |
| Elementary | <ul style="list-style-type: none"> ▪ Demonstrates some information on a supportive family environment. May provide a brief example. | 1 – 2 |

Literacy

| LITERACY MARKING CRITERIA | Descriptors | | | | |
|--|---|--|---|---|--|
| | 1 | 2 | 3 | 4 | 5 |
| Punctuation: Use of correct and appropriate punctuation for effect and to aid in reading of the text | No or minimal evidence of correct sentence punctuation (less than 25%). | Limited evidence of correct sentence punctuation (at least 25%). | Some correct sentence level punctuation (at least 50%). | Mostly correct sentence level punctuation (80%) and at least two examples of other punctuation. | Writing contains accurate use of all applicable punctuation. |
| Sentences: Intentionally constructs a variety of sentences to match purpose and audience. | No evidences of sentences. | At least one sentence is used correctly. | Some correct formation of sentences (at least 50%). | Most sentences (80%) are correct but are largely unsophisticated. | All sentences are corrected including sophisticated sentences. |

Total

| Level of Achievement | RO1: Q6 | RO3: Q7 | RO4: Q1, 2, 3, 4, 5 | Literacy | Overall Marks |
|----------------------|------------|-------------|---------------------------|----------|---------------|
| Extensive | 9 | 9-10 | 10-11 | 5 | 30-35 |
| Thorough | 7-8 | 7-8 | 8-9 | 4 | 23-29 |
| Sound | 5-6 | 5-6 | 5-7 | 3 | 15-22 |
| Basic | 3-4 | 3-4 | 3-4 | 2 | 8-14 |
| Elementary | 1-2 | 1-2 | 1-2 | 1 | 1-7 |

Teacher Feedback/ signature:

