



Year 11 COMMUNITY & FAMILY STUDIES

Task 3: Families and Communities

Due Date:

PART 1- Friday 22nd August 2025, 11:59pm

PART 2- Friday 22nd August 2025 (In class, Period 2)

Task Distributed: 4th August 2025

Unit: Families and Communities

Task Type: Hand In + In Class Test

Task Weighting: 35%

Outcomes: P1.1, P1.2, P2.2, P2.4, P3.1, P4.2, P6.1

Task Description

Students are to complete both a hand in research task well as an in-class written task pertaining to the Families and Communities module.

Part 1A - Questionnaire and Findings (12 marks)

Students are required to create a questionnaire for the research question:

“How does the demographic, cultural, and experiential diversity within my family group influence their access to opportunities and outcomes?”

The questionnaire (utilising google forms) should be delivered to at least 10 people within your extended family.

Students are to submit the following on google classroom by the due date of Friday 22nd August 2025:

- a) A copy of the questionnaire
- b) The findings/responses in the form seen as best fit (see “Questionnaires as a primary research method” syllabus dot point) whilst protecting the privacy and confidentiality of research participants.

PART 1B- REFLECTION (8 marks)

Students also need to provide a written reflection (approx. $\frac{3}{4}$ of a page) including patterns, limitations and learnings gained from their findings. This is also to be submitted on google classroom by the due date.

Part 2 - In Class Assessment (20 Marks)

Students will complete an in-class assessment task on **Friday 22nd August 2025 (Period 2)** which will require them to answer a variety of unseen questions relating to the Families and Communities topic. Students will be allowed to have one double sided sheet of notes (size 12 font) whilst completing this task.

Students are encouraged to make sure that they are up to date with any work they have recently missed.

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

Details of Submission

PART 1- Submit a copy of the questionnaire, findings and reflection on google classroom by 11:59pm, Friday 22nd August 2025

PART 2- Completed in class on Friday 22nd August 2025 (Period 2)

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.

How does this link to my learning?

- It addresses students' application and involves demonstrating their knowledge and understanding throughout the course.
- Report Outcomes linked to this task include: RO1, RO2, RO3, RO4, RO5

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

Marking Criteria

PART 1A- Questionnaire design and findings (12 marks)

Criteria	Excellent (4)	Thorough (3)	Sound (2)	Basic/Elementary (0-1)
1. Questionnaire Design (Clarity, Relevance, Bias avoidance)	Questions are exceptionally clear, fully aligned with research question (demographic, cultural, experiential diversity), inclusive,	Mostly clear and relevant; minor wording issues or slight bias; adequate question variety.	Several unclear or irrelevant questions; bias present; limited question types.	Questions are unclear, off-topic, or biased; poor relevance; single question type.

	unbiased and varied (open/closed)			
2. Sampling & Distribution (Target respondents, reach)	Distributed thoughtfully to a diverse set of at least 10 extended family members representing different ages, cultures, experiences; high response rate.	Reached 10 family members with some diversity; moderate response rate.	Below 10 responses or low diversity; poor distribution strategy.	Minimal responses, little diversity, or ineffective sampling approach.
3. Analysis & Presentation (Structure, clarity, visuals)	Findings are well-structured and insightful; uses appropriate visuals (charts, tables, quotes); links directly to research question.	Clear structure; includes some visuals; makes valid connections to research question.	Basic presentation; few/no visuals; weak connections.	Disorganized or unclear presentation; no visuals; does not address research question.

PART 1B- REFLECTION (8 marks)

	7-8	4-6	1-3	0
Reflection & Insight (Depth, critical thinking)	Offers a thoughtful, critical reflection: discusses patterns, limitations and what was learned about diversity's impact.	Reflects on key findings; mentions at least one limitation or insight.	Minimal reflection; superficial insight; few or no discussed challenges.	No meaningful reflection; no insight or critical thinking displayed.

Part 2 Marking Criteria (20 marks)

Marks will be awarded in line with the Teacher's Marking Criteria. Students are expected to attempt all questions.

TOTAL MARK

Total Mark = / 40