Community and family studies

# Glossary of key words resource - evaluate, assess and to what extent

This resource contains a set of activities which can be used in a range of ways within the classroom or set as individual tasks for students to work through.

These activities complement the CAFS glossary of key words evaluate, assess and to what extent video resource.

## Activity 1: Using scripts to evaluate, assess and determine to what extent

1. Use the sample exemplar script or paragraphs. Find the language that corresponds to the glossary word to show they are ‘doing’ what the glossary word tells them to do.
2. As a class, create a word bank of the glossary language that can be applied to future responses.
3. Search for writing tips -
	* look for how often and where the judgements are made within a single paragraph.
	* how are both sides of the argument shown?
	* how much content knowledge is shown?
	* How are examples used to support the judgements?

### Sample script 1

**Question:** Assess how sampling contributes to reliable and valid data. (6 marks)

To ensure the most valid sample is chosen, method the group and size must best reflect the type of data needed and be representative of a cross section of the target population as outlined by the hypothesis or focus question.

If the target sample group is a cross section of society then differing ages, gender, cultures, SES must be represented. However, some research topics focus on a particular age group and therefore to ensure your methodology tests what it intends to test, a valid sample group is essential. For example, a study on the exercise habits of 8-10 year old boys targets both a specific age and gender and therefore a method of ‘simple random sampling’ which will cater for a wider and differing cross section of society will not test what it is meant to test, thus the data will be highly invalid. Finding a ‘cluster’ of 8-10 year old boys may seem bias, however, once a cluster of the particular target sample is found such as different primary schools in differing geographic locations, then other more randomised sampling methods (e.g. systematic) can be employed, increasing the probability of accessing a broader cross section of the target sample 8-10 year old boys, increasing the opportunity of reliable and valid data.

A convenient sampling method would have the lowest credibility if used for this study. The study, if repeated, would collect different results, each time, even from a reliable questionnaire. Meaning the method of collection is highly unreliable. This is because those who are close to the researcher, therefore ‘convenient’ access to the researcher, may share similar backgrounds, SES or values. Any data collected would be subject to bias and would not test what the tool is intending to test, ensuring invalid data. For example using the convenience of handing the questionnaire to your neighbour who the hands it to their 8 year olds whole soccer team at their weekend game will not collect data on the exercise habits of ALL 8-10 year old boys.

### Sample script 2

**Question:** To what extent does advocacy assist in creating a positive and supportive environment for this group. The aged-category B (8 marks)

Advocacy when successful, accepted and heard by the community has the greatest impact to change the environment for the aged from hostile and unsafe to positive and supported. Council on the ageing (COTA) is a community group that is a strong advocate for this group that aims to promote the rights of the aged by speaking to, lobbying and campaigning the government to create effective change such as introducing the ‘Aged Care Quality Standards’ that ensure aged care facilities have high levels of physical care through implementing new care processes and staff checklists. Awareness of these standards have increased education to the community but also to the carers ensuring that the aged are provided this care with dignity, respect and with a higher level of privacy. This advocacy by COTA has greatly assisted the increase in care and the standard of care leading to the creation of a positive and supportive environment for this group as the aged can enter aged care facilities and know that their health needs are met, increasing care, leading to a higher level of security and safety. This will more likely result in peace of mind and ensure that the aged can maintain their sense of who they are despite leaving their home. This advocacy from COTA provides a strong sense of comfort in an unfamiliar environment.

### Sample script 3

**Question:** Evaluate how social influences affect the roles of parents and carers. (8 marks)

Gender expectations are the behaviours an individual adopts due to the socialisation process and social construction of gender. Society has created an ‘image’ of what it means to be a female and the role a female takes on in relation to parenting and caring for example the nurturer or to build a positive relationship. Likewise, for the role of a male. A male in the past has been seen as the sole ‘breadwinner’ of the family, providing economic resources to support the family. Males can also be seen as the strong disciplinarian, who usually does not share his emotions and is therefore more equip to make decision for the family based on fact rather than emotion. It is this decision making ability and perception of strength that a male is seen as the ‘protector’ of the family and this, coupled with the ‘breadwinner’ role means that this will support a family to satisfy the need of security and safety, more so, if the males employment is seen as stable and permanent. Safety of regular economic resources thus promoting the economic wellbeing for a family and security of stable employment means that a family can make longer term decisions on schooling, health and recreational time for the family promoting overall wellbeing. However, for those families that do not fit the typical gender expectations, for example those foster parents in a same sex relationship or a single parent family structure, there are less gender expectations and therefore security and safety needs are equally shared. In these families and those that breakdown these expectations, there is no key decision maker or breadwinner based on gender. For these families it is impossible to meet these gender expectations, however, this does not mean that there will be illbeing experienced nor needs unsatisfied, this means that roles in these families are not at all influenced by gender expectations and other personal influences or social influences play a role.

### Sample script checkpoint and answer sheet

The scripts below use a coding system to model where the judgement language is within each script.

For each script, language which shows comparison is **highlighted in bold**. *Italics* has been used to show linking language of the two different sides of the issue.

Please note that in the corresponding Community and family studies – glossary of key words resource: evaluate, assess and to what extent video, language which shows comparison is highlighted in red. Blue has been used to show linking language of the two different sides of the issue.

Access the Community and family studies – glossary of key words resource: evaluate, assess and to what extent video for a detailed unpacking of each question and sample response.

### Sample script 1

**Question:** Assess how sampling contributes to reliable and valid data. (6 marks)

To ensure the **most valid** sample is chosen, method the group and size must best reflect the type of data needed and be representative of a cross section of the target population as outlined by the hypothesis or focus question.

If the target sample group is a cross section of society then differing ages, gender, cultures, SES must be represented. *However*, some research topics focus on a particular age group and therefore to ensure your methodology tests what it intends to test, a valid sample group **is essential.** For example, a study on the exercise habits of 8-10 year old boys targets both a specific age and gender and therefore a method of ‘simple random sampling’ which will cater for a wider and differing cross section of society **will not test what it is meant to test, thus** the data **will be highly invalid**. Finding a ‘cluster’ of 8-10 year old boys *may seem* bias, *however*, once a cluster of the particular target sample is found such as different primary schools in differing geographic locations, then other more randomised sampling methods (such as Systematic) can be employed**, increasing the probability** of accessing a broader cross section of the target sample 8-10 year old boys, **increasing the opportunity of** reliable and valid data.

A convenient sampling method **would have the lowest credibility** if used for this study. The study, if repeated, would collect different results, each time, even from a reliable questionnaire. Meaning the method of collection **is highly** unreliable. This is because those who are close to the researcher, ‘convenient’, may share similar backgrounds, SES or values. Any data collected would **be subject to bias** and would not test what the tool is intending to test, **ensuring** invalid data. For example, using the convenience of handing the questionnaire to your neighbour who the hands it to their 8 year olds whole soccer team at their weekend game **will not** collect data on the exercise habits of **all** 8-10 year old boys.

**Note:** You will notice that there are many judgements made throughout the response. This is because of the amount of content the question is asking for judgements on.

For a response like this, student would be expected to identify the issue (in this case the sampling process), and create a discussion on how effective sampling can support reliable and valid data collection. When both sides of the argument are shown, opinions can be formed and a clear judgement can be made.

A strong judgement statement is made to begin with, and the first paragraph breaks that down to validate this judgement. However, judgement is not just at the beginning of the paragraph and tacked onto the end. The content knowledge sits around the judgement- proving and supporting the judgement that has been made.

The type of Judgement language that has been used are examples of values based judgement because of the definition of the glossary word assess to make a judgement on the value or outcome. Therefore, the red writing in this response includes words such as most valid, is essential, will be highly invalid, lowest credibility, increasing the probability and increasing the opportunity of. Each judgement has created a link between the sample method or group and the collection of reliable and valid data.

You will also notice the blue writing presents the linking language of the two differing sides of the issue, in this case whether sampling will lead to reliable and valid or unreliable and invalid- therefore creating a discussion. The language of However, and ‘may seem’ means that a case is being built supporting a clear judgement on the reliability and validity of the data.

The use of the examples are supporting evidence for the judgment statements made. These judgements would not be as strong without the use of the focus of research example study- exercise habits of 8-10 year old boys. The judgements made about these methods relate directly to this example, therefore validating them. This was a strong example to use, because judgments made about the sampling group were highly obvious and made the links to the sampling methods simpler and allowed some of the less obvious sampling methods to be included like cluster sampling.

You will notice-This response has not included the size of the sample group. This does not mean that it is a weaker response. This was done strategically.

If there was a higher mark value allocated to this question, such as 7 or 8 marks, there would be a strong expectation to include judgments on the impact of sample size on the collection of reliable and valid data.

This response still remains a strong response due to the depth of content knowledge of sampling methods. Three methods were used to show depth of knowledge and to draw valid conclusions to the collection of reliable and valid data.

Finally, separate the terms reliable and valid- make sure through your unpacking of the content relating to sampling that you show your understanding of each of these terms.

### Sample script 2

**Question:** To what extent does advocacy assist in creating a positive and supportive environment for this group. The aged-category B (8 marks)

Advocacy **when successful, accepted and heard** by the community has **the greatest impact** to change the environment for the aged from hostile and unsafe to positive and supported. Council on the ageing (COTA) is a community group that is a strong advocate for this group that aims to promote the rights of the aged by speaking to, lobbying and campaigning the government to **create effective change** such as introducing the ‘Aged Care Quality Standards’ that ensure aged care facilities have high levels of physical care through implementing new care processes and staff checklists. Awareness of these standards have increased education to the community but also to the carers ensuring that the aged are provided this care with dignity, respect and with a higher level of privacy. This advocacy by COTA has **greatly assisted the increase** in care and the standard of care **leading to** the creation of a positive and supportive environment for this group as the aged can enter aged care facilities **and know** that their health **needs are met, increasing** care, **leading to a higher level** of security and safety. This will **more likely result** in peace of mind **and ensure** that the aged can **maintain** their sense of who they are despite leaving their home. This advocacy from COTA **provides a strong** sense of comfort in an unfamiliar environment.

Note: Judgement language throughout the responses can be seen as ‘greatly assisted the increase, leading to, leading to a higher level, will more likely result and provides a strong sense.

This sample, a single paragraph demonstrates a strong judgement statement in the first sentence and this is again supported with judgment language throughout. For example, the statement “Advocacy when successful, accepted and heard by the community 'has the greatest impact to change the environment for the aged….‘ is important, because it sets the response up to show critical thinking. To show that advocacy is not always successful. It supports the second step of the process: to show both sides of the argument-,showing how effective advocacy can create a change in environment vs ineffective advocacy. This judgement statement is not valid alone, which is why as the response is unpacked and the deep content knowledge shown, other judgement statements are needed.

A judgement has been made on the extent, or how much the example COTA (Council on the aged) has assisted in creating effective change on the environment for the aged through its advocacy of the aged to the government by lobbying to promote the rights of the group. ‘created effective change’. This has then been supported with the examples of the aged care standards and detailed content knowledge of what they are. This has created and supported the argument and allowed opinions to be formed about how that change has been effective, ensuring that judgement statement is valid.

What you might notice is that critical thinking language is not present in this paragraph like it was in the previous sample script. This language, used to create the discussions, or the presentation of both sides of an issue or argument, is missing. As this is a single paragraph, and therefore not a complete response. Being strategic and considering the high nature of the marks allocated, the next paragraph, could show an area where advocacy has not been as effective in creating change. Whilst a marking criteria for an 8 mark question is unlikely to specify that this is needed, stronger responses will do this.

### Sample script 3

**Question:** Evaluate how social influences affect the roles of parents and carers. (8 marks)

Gender expectations are the behaviours an individual adopts due to the socialisation process and social construction of gender. Society has created an ‘image’ of what it means to be a female and the role a female takes on in relation to parenting and caring for example the nurturer or to build a positive relationship. Likewise, for the role of a male. A male in the past has been seen as the sole ‘breadwinner’ of the family, providing economic resources to support the family. Males can also be seen as the strong disciplinarian, who doesn’t share his emotions and is therefore more equip to make decision for the family based on fact rather than emotion. It is this decision making ability and perception of strength that a male is seen as the ‘protector’ of the family and this, coupled with the ‘breadwinner’ role means that this will support a family **to fully satisfy** the need of security and safety, **more so**, if the males employment is seen as stable and permanent. Safety of regular economic resources **thus promoting** the economic wellbeing for a family and security of stable employment means that a family **can confidently make longer term** **decisions** on schooling, health and recreational time for the family **promoting overall** wellbeing. *However*, for those families that do not fit the typical gender expectations, for example those foster parents in a same sex relationship or a sole parent family structure, there are less gender expectations and therefore security and safety needs are equally shared. In these families and those that breakdown these expectations, there is no key decision maker or breadwinner based on gender. For these families **it is impossible** to meet these societal gender expectations, *however*, **this does not mean** that there will be illbeing experienced nor needs unsatisfied, this means that roles in these families **are not at all** influenced by gender expectations and **other** personal influences or social influences **play a role**.

Note: This question asks students to make a judgement on the social influences that affect the roles of parents and carers. This requires strong syllabus knowledge to know the content that relates to this question. Weaker responses would link social influences as a concept to the roles of parents and carers or maybe even social events due to misunderstanding the syllabus content. Once students have recognised where the content for this question is coming from, they would need to decide how many social influences they would respond with. The marks allocated can help students decide.

This paragraph uses the gender expectations content dot point as a social influence on the roles parents adopt. It is important that students show understanding of the roles and use the specific terminology of the roles; promoting wellbeing, satisfying specific needs and building a positive relationship. Again, strong syllabus knowledge of the roles is required.

As this is just a sample paragraph and not a full response, the following paragraph could relate to carers. Strong responses will show a separation between parents and carers. They will acknowledge that their situations and influences are different and that they need to be viewed differently, therefore judgement needs to show the differences. Grouping the terms parents and carers together and generalising the examples weakens a response.

You can see from the script on screen that there is consistent judgement throughout the script shown in the red writing. The red writing uses language such as “fully satisfies”, “more so”, “can confidently make”, ”it is impossible”, and “are not at all”. All of this language makes strong statements.

However, most interestingly, is where the judgement sits in the paragraph. there is more than one judgement. But unlike the other scripts, they appear towards the middle to end on the paragraph. This is because the first part of the paragraph provides detailed content knowledge of the issue: the social influence affecting the roles. This is needed to create the discussion that the judgement is attached to. What you may not notice is that the information around the judgement language is related directly to the content. For each of the links to the roles, there is judgement language, and how the expectations of being a male or female is influencing the roles. Again, the blue writing ‘however’ used twice in the paragraph allows for both sides of the argument to be present, showing a discussion.

The examples of social foster parents who are a same sex couple and the inclusion of sole parent family, has been strategic as it brings in deeper content knowledge and understanding of legislation around who can foster and an acknowledgment that not all family structures are nuclear. It creates clear links across content.

## Activity 2: Tips

What tips or ideas have you taken from the previous scripts? Record some in the space below.

### Key tips

* Judgement must be made throughout the paragraph. Judgement must link directly to the content or statements around it.
* Isolated statements of judgement may not be seen as valid.
* Judgement paragraphs are large in nature, because they follow the steps discussed in the video resource.

### Judgement language word bank

Create a word bank of all the judgement language used. Record in the space below and share with the class.

## Extension activities

1. Use the paragraphs given as starters for extended response answers.
2. Identify the other content dot points that would be essential to the response.
3. Use the marks allocated as a guide for how many more paragraphs needed to create a completed response.
4. Use the guide of 3 lines per mark to identify the writing space.
5. Use it as an opportunity to time yourself writing the response.
6. Self or peer assess. Use a highlighter to show where you/your classmate made judgement. Use the tips as a check list. Offer feedback to a classmate.
7. Replace the glossary word evaluate/assess/to what extent with a different glossary word. How would it change your response? How would it change the length and depth of your paragraph? How would it change your language?