Community and Family Studies

# Glossary of key words resource - compare and contrast

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 Community and Family Studies (CAFS) glossary of key words compare and contrast video resource.

## Activity 1: Using scripts to compare and contrast

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:
	1. Look for how often and where the comparatives are made within a single paragraph.
	2. If there is only one, is it showing a difference or a similarity?
	3. If there are many comparative words in a single paragraph, what were they showing; similarities or differences?

### Sample script 1

**Question:** Compare the suitability of two methodologies for sensitive research topics. 6 marks.

When researching sensitive research topics a certain degree of trust and care needs to be built between the researcher and the respondents (sample group) because if there is a lack of trust or care or empathy, the data collected through the methodologies will not be honest, impacting on the reliability and validity of the data. Therefore, the choice of methodology for sensitive research topics needs to build a connection with respondents.

A case study is highly suitable for a sensitive research topic such as the effect of incarceration on parenting young children. This hugely sensitive topic would need care and support and time to build trust. A case study is an in depth study of a social issue completed over time. Because it uses other methodologies to collect all its data, such as questionnaires, observations, interviews, large amounts of time can be given to do this so trust can be established ensuring integrity of the data. In this situation, the researcher can return to the focus of the case study and interview and reinterview and track changes as the child grows or the sentence is served. This comparison is the purpose of the research. The researcher can create a situation where the respondent/s can open up and share their feelings collecting the qualitative data that case studies and interviews use. The researcher can give questionnaires to jail staff about parenting support offered to allow for some of the back ground knowledge to base personalised interview questions to. This is in comparison to using just a once off simple questionnaire for a social issue like this. For the questionnaire to be valid a large amount of data needs to be collected which means that the sample group would have to be large. For a social issue like this and being so sensitive in nature it might be difficult to get consent from both biological parents or the parent incarcerated, as there may be feelings of guilt attached and therefore may feel like their story is not adequately told, thus if permission granted, integrity might not be ensured because the respondent has not built trust with the researcher. Along with this. The short quantitative questions that a one off questionnaire offers may mean that the researcher does not have enough information or understanding to draw valid conclusions.

### Sample script 2

**Question:** For two groups you have studies compare and contrast how available services are in the community. 6 marks

There are a wide variety of services available for both the aged (those 65years plus) and the homeless (those without access to safe and secure housing). However, despite the availability of them accessing these services might be increasingly difficult depending on the characteristics of the individual or the aspects of the service, such as its location or ability to trust the confidentiality of the service. For the homeless, for women fleeing domestic violence situations location and confidentiality of the service may make an available service inaccessible. For women in small country towns, outreach services and crisis accommodation for women who have fled a violent or controlling households may need to travel to large regional centres or into the city to access free food, shelter and the anonymity they need to ensure they can leave the situation they are in without fear they will have to go back. Confidentially in a small town is near impossible because of the lack of beds for the homeless and the close knit community feel many small towns have established to ensure there is a strong support network for its residents. This is in stark comparison for the aged, many of whom are celebrated and have access to larger amounts of government services. Whilst some characteristics of the individual will make it difficult to access all services, the aged with mobility issues will have many services that pay carers to come to them. Meals on wheels will travel in smaller towns and large regional centres to provide food. The Red Cross run Telecross to check on the wellbeing of the aged through daily phone calls, reducing the impacts of distance, and there are many aged care facilities with larger numbers of beds for the aged compared to the number of crisis care beds for the homeless. It can be said, despite both groups increasing in numbers, community attitudes to towards the group and government funding ensures the aged have greater access to services.

### Sample script 3

**Question:** For two types of social parents, compare how setting limits can contribute to building a positive relationship with the dependents. 5 marks

For both foster parents and step parents creating limits (rules) may become difficult as neither are biological parents and the dependent (depending on ages) will be aware of this. For foster parents setting limits differs as they may not know the specific rules a child has experienced since being in care and this constant changing of rules may lead to confusion and destructive behaviour, especially if the parenting style is ‘seen’ as more authoritarian than previous carers. This may impact on building a positive relationship as the dependent may feel controlled and stifled with the new limits. This coupled with other feelings of invisibility, lack of trust, being misunderstood and loss of sense of identity can potentially interrupt the bonding process. This can also be said of the bonding process for step parents and step child. In this relationship the step parent has form a relationship with the dependents parent and as opposed to being matched through a government or private agency. When a step parent sets limits with too much control the child may feel ‘they want to be my parent’ which may lead to rebellion or if they set no limits it may be interpreted by the child ‘I’m not their child, do they even care about me?’ In this relationship clear communication must be had between the biological parent and step parent and non-custodial biological parents to ensure messages between households are ensuring the same expectations. This can lead to confusion, frustration and conflict and erode the relationships.

Either way the relationship between foster carer or step parents and their dependent might only be positive if limits are clearly communicated and negotiated in an open and trusting forum and clear consequences are set.

### Sample script checkpoint and answer sheet

The scripts below use a coding system to model where the comparative language is within each script. For each script, language which shows comparison is **highlighted in bold**. Italics have been used to show the themes that have been linked together.

Please note that in the corresponding Community and family studies – glossary of key words resource: compare and contrast video, language which shows comparison is highlighted in red. Blue has been used to show the themes that have been linked together.

Access the Community and family studies – glossary of key words resource: compare and contrast video resource for a detailed unpacking of each question and sample response.

### Sample script 1

**Question:** Compare the suitability of two methodologies for sensitive research topics. 6 marks.

When researching sensitive research topics a certain degree of trust and care needs to be built between the researcher and the respondents (sample group) because if there is a lack of trust or care or empathy, the data collected through the methodologies will not be honest, impacting on the reliability and validity of the data. Therefore, the choice of methodology for sensitive research topics needs to build a connection with respondents.

A case study is highly suitable for a sensitive research topic such as the effect of incarceration on parenting young children. This hugely sensitive topic would need care and support and time to build trust. A case study is an in depth study of a social issue completed over time. Because it uses other methodologies to collect all its data, such as questionnaires, observations, interviews, large amounts of time can be given to do this so trust can be established ensuring integrity of the data. In this situation, the researcher can return to the focus of the case study and interview and reinterview and track changes as the child grows or the sentence is served. This comparison is the purpose of the research. The researcher can create a situation where the respondent/s can open up and share their feelings collecting the qualitative data that case studies and interviews use. The researcher can give questionnaires to jail staff about parenting support offered to allow for some of the back ground knowledge to base personalised interview questions to. **This is in comparison** to using just a once off simple questionnaire for a social issue like this. For the questionnaire to be valid a large amount of data needs to be collected which means that the sample group would have to be large. For a social issue like this and being so sensitive in nature it might be difficult to get consent from both biological parents or the parent incarcerated, as there may be feelings of guilt attached and therefore may feel like their story is not adequately told, thus if permission granted, integrity might not be ensured because the respondent has not built trust with the researcher. Along with this, the short quantitative questions that a one off questionnaire offers may mean that the researcher does not have enough information or understanding to draw valid conclusions.

**Note:** This response only has one example of comparative language. It may seem like a weaker response. However, if you look closer to the content chosen there are many differences between the two methodologies which will count as differences due to the way the themes have been matched.

As characteristics and features of both concepts a case study and the questionnaire have been unpacked, you can see the unpacking of the content follows the same themes. So even though the sample offers only one aspect of comparative language, it has shown many areas of differences through the themes of content unpacked. The themes that are linked together relate to the resource of time.

### Sample script 2

**Question:** For two groups you have studies compare and contrast how available services are in the community. 6 marks

There are a wide variety of services available **for both** the aged (those 65years plus) and the homeless (those without access to safe and secure housing). However, despite the availability of them accessing these services might be increasingly difficult depending on the characteristics of the individual or the aspects of the service, such as its location or ability to trust the confidentiality of the service. **For the homeless**, for women fleeing domestic violence situations location and confidentiality of the service may make an available service inaccessible. For women in small country towns, outreach services and crisis accommodation for women who have fled a violent or controlling households may need to travel to large regional centres or into the city to access free food, shelter and the anonymity they need to ensure they can leave the situation they are in without fear they will have to go back. Confidentially in a small town is near impossible because of the lack of beds for the homeless and the close knit community feel many small towns have established to ensure there is a strong support network for its residents. **This is in stark comparison** for the aged, many of whom are celebrated and have access to larger amounts of government services. Whilst some characteristics of the individual will make it difficult to access all services, the aged with mobility issues will have many services that pay carers to come to them. Meals on wheels will travel in smaller towns and large regional centres to provide food. The Red Cross run Telecross to check on the wellbeing of the aged through daily phone calls, reducing the impacts of distance, and there are many aged care facilities with larger numbers of beds for the aged **compared to** the number of crisis care beds for the homeless. **It can be said, despite both groups** increasing in numbers, community attitudes to towards the group and government funding ensures the aged have greater access to services.

Note: For this question the two concepts are the two groups. However, if the response only shows characteristics and features of the two groups or defines the two groups it would not be answering the question, despite responding to the glossary word. Students need to be strategic about how they create themes. Once syllabus content has been identified, e.g. access to services, themes can be created. However, it’s not asking about the services themselves, but rather access to them.

The theme of characteristics of the individual within the group have been compared, such as gender and disability. The syllabus content dot points: the aspect of the service such as location, has also been compared. Examples such as Telecross and Meal on Wheels which break down location barriers for one group compared to the other have been used to support the statements of comparison to validate them.

Language that shows the similarities between the groups is ‘for both’ and ‘it can be said, for both groups’ Where the contrast showing differences ‘is in stark comparison’ and ‘compared to.’

### Sample script 3

**Question:** For two types of social parents, compare how setting limits can contribute to building a positive relationship with the dependents. 5 marks

For **both foster** parents and step parents creating limits (rules) may become difficult **as neither** are biological parents and the dependent (depending on ages) will be aware of this. For foster parents setting limits differs as they may not know the specific rules a child has experienced since being in care and this constant changing of rules may lead to confusion and destructive behaviour, especially if the parenting style is ‘seen’ as more authoritarian than previous carers. This may impact on building a positive relationship as the dependent may feel controlled and stifled with the new limits. This coupled with other feelings of invisibility, lack of trust, being misunderstood and loss of sense of identity can potentially interrupt the bonding process. **This can also be said** of the bonding process for step parents and step child. In this relationship the step parent has form a relationship with the dependents parent and as opposed to being matched through a government or private agency. When a step parent sets limits with too much control the child may feel ‘they want to be my parent’ which may lead to rebellion or if they set no limits it may be interpreted by the child ‘I’m not their child, do they even care about me?’ In this relationship clear communication must be had between the biological parent and step parent and non-custodial biological parents to ensure messages between households are ensuring the same expectations. This can lead to confusion, frustration and conflict and erode the relationships.

**Either way** the relationship between foster carer/step parents and their dependent might only be positive if limits are clearly communicated and negotiated in an open and trusting forum and clear consequences are set.

Note: This response acknowledges the definition of compare as similarities **and** differences rather than similarities and/or differences.

For this question students were asked to show the similarities and/or differences between two types of social parents and how the limits set influence the relationship between parent and dependent. Here students need to show their understanding of social parents’ situation and how the situation when setting limits might need to change to ensure a positive relationship is built. This will be supported through the clear examples that are specific to each type of social parents. It is really important that these examples are highly specific to the social parenting situation to highlight the differences. Therefore, showing the student is responding to the glossary word contrast.

The language that shows similarities include ‘for both’, ‘this can also be said’ ‘as neither’ and ‘either way the relationship between both’. The language showing differences includes ‘differs as’ and’ in this relationship’.

## Activity 2: Tips

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

### Key tips

* Comparative language must be made throughout the paragraph.
* Comparisons must link directly to the content or statements around it. Rather than just a comparison of definitions.
* Writing about the two concepts in different paragraphs is not comparison.
* Stronger answers will find both similarities and differences.

### Comparative language word bank

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

## Extension activities

1. Use the sample script 1 as a model for grouping the themes across the concepts and see if you can identify the themes for the other scripts provided.
2. Use the paragraphs given as starters for extended response answers.
3. Identify the other themes to create new paragraphs that would be essential to the response.
4. Use the marks allocated as a guide for how many more paragraphs needed to create a completed response.
5. Use the guide of 3 lines per mark to identify the writing space.
6. Use it as an opportunity to time yourself writing the response.
7. Self or peer assess. Use a highlighter to show where you/your classmate made comparison, either a similarity or provided a difference/opposite. Use the tips as a check list. Offer feedback to a classmate.
8. Replace the glossary word explain with a different glossary word. How would it change your response? Would it change the structure of your paragraphs? How would it change the length and depth of your paragraph? How would it change your language?