# Community and family studies – glossary of key words resource: discuss

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 discuss video resource.

## Activity 1: Using scripts to discuss

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. How does the sample introduce the issue?
	2. How are the points for and/or against/ positive and or negative shown?
	3. How much content knowledge is shown? Is that impacted by the marked allocated?
	4. How are examples used to support the points for and or against/ positives and or negatives?

### Sample script 1

**Question:** Discuss sources of data (8 marks)

Individuals, a single source of information provides data of both qualitative and quantitative data nature. Individuals can provide data for methodologies such as interviews, observations or case studies. The positives of gaining data from individuals is that opinions can be clarified so the researcher can ensure correct interpretation. Individuals can also offer large amounts of qualitative data, especially if interviewing an expert in the field, such as Dr Michael Carr Gregg on Youth mental health. The reliability of using individuals as a source of data relies on choosing the correct subject; one who is not bias, building trust with the subject of research and ensuring ethical behaviour is adhered to. If any of these are not valued, then the data collected will lack integrity and the data collected will not test what it is meant to test, meaning data is invalid.

Groups of people can be from a formal source such as an organisation for example the employees at the Homeless Hub Emergency Support or from an informal source such as perspectives of new mothers from a mothers group. The reliability of sampling (size, method and groups) is essential in ensuring the accuracy of the data collected from groups. When data is gained from formal groups both qualitative and quantitative data can be gathered with an increased likelihood that is reliable as these groups are seen as professionals with a qualification and study to support their opinions. When a sample group is based on convenient sampling, such as using family or friends or only one mothers group(small sample size) as opposed to a wide range of different mothers groups from a number of geographic locations the data collected is completely unreliable and can be seen as bias (one sided).

### Sample script 2

**Question:** Discuss the implications if significant needs for the group are not met. (8 marks)

The Aged are considered to be those in the community sixty five years plus. The natural aging of the body means that the processes of the body are slowly deteriorating and the health needs of an aged person need to be prioritised. The messages from the five senses to the brain are slower and the brain needs time to decode these messages from the nervous system and respond appropriately. Sounds are more muffled and rumbled as high pitch noises are not picked up, colours are visually dulled due to developing cataracts. The aged need messages to be communicated louder and slower and to visually see the message giver or cost effective hearing aids and regular audiology check and access to bulk billed medical optometrists for regular vision assessments. When these needs are not met the increased processing time needed, leads to the incorrect perception that the aged are confused, a lost their intelligence or have a reduced brain function and they may be seen as angry due to their own frustration. Society may question their relevance or their value in a work place reinforcing negative societal attitudes that this group are incapable and a burden. Further reducing the likelihood that young people will enter careers to care for the aged, leaving a shortage of carers. This limiting of communication skills through poor hearing and limited vision will mean this group lacks the confidence to use their previous employment skills to boost support to local community services and schools through volunteering and it will limit caring for grandchildren reducing much needed support to families and the community. When this group’s vision needs are not met, it will increase a reliance on carers and reduce interaction in the local community, economically disadvantaging it by not spending in local shops and negatively influencing tourism through limited travel. There are no positives for the group when these essential health needs are not met.

### Sample script 3

**Question:** Discuss the impact modifying the physical environment can have on the wellbeing of dependents. (6 marks)

Changing the environment when a dependent ages, gets sick, injured or when a new dependent is born is essential to the wellbeing and meeting the dependents security and safety needs. When a parent or carer takes on the care for a dependent they adopt the duty of care and must ensure they promote the wellbeing of the dependent. Modifying dangerous areas by installing ramps, non-slip mats/tiles, hand rails, widening door ways, removing rugs and increasing lighting and heating will aim to increase likelihood of meeting physical factors of wellbeing if taking on the caring role for an ageing parent. If these modifications were made for those who have become a biological parent of a newborn, many of these modifications would have little impact on the wellbeing of the dependant because these do not meet a newborns needs. However if these modifications were made for a dependent who may have mobility issues will it reduce trip hazards, limit risks of falling and maintain body temperature for those with poor circulation. Physical factors of wellbeing will be further enhanced when the dependent can feel they can move around without fear of falls, meaning they can access food and the bathroom for hygiene. This independence can promote the emotional factors of wellbeing by creating some independence for themselves to maintain sense of identity and privacy. However, all of these modifications can be costly and may influence a carers ability to make these modifications meaning the dependents’ economic resources (economic wellbeing) may be used to help pay for the modifications.

Modifying the physical environment for a newborn dependent would mean parents have to control heating, having a cot or bassinette within a parent’s room, ensuring the sleeping environment isn’t too soft, removing all toys and ensuring there is no second hand smoke near the child. When this is done it would significantly reduce the likelihood of SIDS, maintaining life and impacting positively on the dependent’s physical wellbeing.

### Sample script checkpoint and answer sheet

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

For each script, language which creates a discussion of an issue is highlighted in red/ **bolded**. *Blue/ Italics* has been used to show where the issues have been identified and characteristics and features have been offered.

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

### Sample script 1

**Question:** Discuss sources of data? . (6 marks)

*Individuals, a single source of information provides data of both qualitative and quantitative data nature. Individuals can provide data for methodologies such as interviews, observations or case studies.* **The positives** of gaining data from individuals is that opinions can be clarified so the researcher can ensure correct interpretation. Individuals can also offer large amounts of qualitative data, especially if interviewing an expert in the field, such as Dr Michael Carr Gregg on Youth mental health. The reliability of using individuals as a source of data relies on choosing an appropriate subject; one who is not bias, building trust with the subject of research and ensuring ethical behaviour is adhered to. **If any of these are not valued**, then the data collected **will lack** integrity and the data collected **will not** test what it is meant to test, meaning data is invalid.

*Groups of people can be from a formal source such as an organisation for example the employees at the Homeless Hub or from an informal source such as perspectives of new mothers from a mother’s group. The reliability of sampling (size, method and groups) is essential in ensuring the accuracy of the data collected from groups.* When data is gained from formal groups both qualitative and quantitative data can be gathered **with an increased likelihood** that is reliable as these groups are seen as professionals with a qualification and study to support their opinions. When a sample group is based on convenient sampling, such as using family or friends or only one mothers group(small sample size) as opposed to a wide range of different mothers groups from a number of geographic locations the data collected is **completely unreliable and can be seen as bias (one sided).**

Note: This question is totally directed by the glossary of key words as there is little direction from the content dot points as to how to respond. Therefore, it is essential that you understand the meaning of the word discuss. The CAFS glossary of key words discuss video resource provides more visual stimulus and unpacking of this response.

Let’s break this response down because this is a 6 mark question. If it was an 8 mark question, it would be easy because then you would clearly know to write 4 clear paragraphs, Individuals, Groups, Print and Digital. But this is only worth 6. How do you make sure you respond to the discuss aspect of this with the detail expected and without running the risk of just quickly describing the 4 sources of data? This is a typical scenario and you have to be strategic about your next step. Assume the marking criteria has something about detailed information, therefore you want to respond with all 4 sources of data. If you’ve responded well with 2 clear paragraphs and you are running out of room. How could you demonstrate your knowledge in the space provided?

This response could then follow this paragraph with print and digital data as the sources in a combined paragraph. They both share a negative of using them as a source of data and build the answer around the sheer number of secondary sources from print and digital and therefore being able to recognise creditable sources of secondary data is essential but can be difficult it. Then to show the differences between the two sources, offer a positive. Make sure you use a print example and a digital example to ensure that you are showing the difference between. The strength of this response is the examples, such as Michael Carr-Gregg, mental health, but supporting using an individuals by saying expert. The critical thinking is shown by linking in ethical behaviour and bias.

You can notice in this response that there are many positives and negatives, this creates the discussion. You could see that this could potentially become an evaluate question, because following the steps, all students would need to do is make a judgement on the value of a particular source of data and use a focus of research as an example to support that judgment. This has already been done through the engagement with the IRP process.

### Sample script 2

**Question:** Discuss the implications if significant needs for the group are not met (8 marks)

*The Aged are considered to be those in the community sixty five years plus. The natural aging of the body means that the processes of the body are slowly deteriorating and the health needs of an aged person need to be prioritised. The messages from the five senses to the brain are slower and the brain needs time to decode these messages from the nervous system and respond appropriately. Sounds are more muffled and rumbled as high pitch noises are not picked up, colours are visually dulled due to developing cataracts. The aged need messages to be communicated louder and slower and to visually see the message giver or cost effective hearing aids and regular audiology check and access to bulk billed medical optometrists for regular vision assessments.* When these needs **are not met** the increased processing time needed, leads to the incorrect perception that the aged are confused, a lost their intelligence or have a reduced brain function and they may be seen as angry due to their own frustration. Society **may question** their relevance or their value in a work place **reinforcing negative** societal attitudes that this group are incapable and a burden. Further **reducing the likelihood** that young people willenter careers to care for the aged, **leaving a shortage** of carers. This limiting of communication skills through poor hearing and limited vision will mean this group **lacks the** confidence to use their previous employment skills to boost support to local community services and schools through volunteering and **it will limit** caring for grandchildren **reducing** much needed support to families and the community. When this group’s vision needs **are not met,** it will increase a reliance on carers and reduce interaction in the local community, economically **disadvantaging it** by not spending in local shops and **negatively influencing** tourism through limited travel. There are no positives for the group when these essential health needs are not met.

Note: To understand this question, we can substitute the definition of the glossary into the question. IT would sound like Provide the positive implications and/or negative implications if significant needs for the group are not met. A weaker response would start the paragraph with the implication if the need wasn’t met, however for a question like this, there would an expectation that the response first unpacks the significant need. This is because of the full definition of the word discuss, identify the issue. In this case, it is the Significant need of the group. To do this, deep content knowledge of the need is essential as the links between the characteristics and features of the issue allows for the positive and negative statements to make sense. Here you will see this deep content knowledge in the blue italic writing.

You might look at this response and suggest that this is a large paragraph for only half the response, and there is only one need discussed. In the following paragraph its suggested that only ONE other significant need is discussed. This decision is back by strong syllabus knowledge. The syllabus ‘student learn to’ that this question relates to uses the language “Justify the TWO most significant needs for each group’. So rather than risking describing all 6 of the specific needs, this response focuses on explicit syllabus understanding to guide the response in discussing only the two most significant needs. You will notice that there is more content knowledge than the last script, and that is because 8 marks are allocated to this response but, only two needs to discuss. In order to respond to the ‘detailed information’ that we can expect in the marking criteria we are going to take the opportunity to really show the markers a strong understanding of the group.

There is a stark difference in the number of negative implications compared to the positive implications in this response, so when you get a question like this, where it is difficult to find the positives, offer a really broad range of negatives. If possible, acknowledge the lack of positives or visa versa.

The strength of this response is the broad range of negative implications, while they are broad, it has been ensured that they all directly link back to the initial health need relating to a reduction in hearing and sight. This language specifically is due to increased processing time needed perception they are confused, and seen as angry. Question their relevance to society, and burden. The limiting of communication skills will mean ‘group will lack confidence to support the local community’ and ‘shy away from interacting’, finally ‘poor vision leading to reduced travel and spending’. These direct links back to the health needs are important as they and the examples used will validate the statements.

Sample script 3

**Question:** Discuss the impact modifying the physical environment can have on the wellbeing of dependents . (6 marks)

*Changing the environment when a dependent ages, gets sick, injured or when a new dependent is born is essential to the wellbeing and meeting the dependents security and safety needs. When a parent or carer takes on the care for a dependent they adopt the duty of care and must ensure they promote the wellbeing of the dependent.* Modifying dangerous areas by installing ramps, non slip mats/tiles, hand rails, widening door ways, removing rugs and increasing lighting and heating will aim to **increase likelihood** of meeting physical factors of wellbeing if taking on the caring role for an ageing parent. If these modifications were made for those who have become a biological parent of a newborn, many of these modifications **would have little impact** on the wellbeing of the dependant because these do not meet a newborns needs. However, if these modifications were made for a dependent who may have mobility issues will it reduce trip hazards, limit risks of falling and maintain body temperature for those with poor circulation. Physical factors of wellbeing will be **further enhanced** when the dependent can feel they can move around without fear of falls, meaning they can access food and the bathroom for hygiene. This independence **can promote** the emotional factors of wellbeing by creating some independence for themselves to maintain sense of identity and privacy. **However**, all of these modifications can be costly and may influence a carers ability to make these modifications meaning the dependents’ economic resources (economic factors of wellbeing) may be used to help pay for the modifications.

Modifying the physical environment for a newborn dependent would mean parents have to control heating, having a cot or bassinette within a parent’s room, ensuring the sleeping environment isn’t too soft, removing all toys and ensuring there is no second hand smoke near the child. When this is done **it would significantly reduce the likelihood** of SIDS, maintaining life and **impacting positively** on the dependent’s physical wellbeing*.*

Note: It is the ability in a question like this to show a wide variety of positive and negative impacts on wellbeing of different dependents that will ensure a stronger response. This is because the question doesn’t specify the type of dependent and who the parent or carer is. The response should recognise the broad range to dependents. Although content knowledge is important, the ability to apply that knowledge and offer a broad range of points for and or against to create the discussion around impact on wellbeing and validate it with specific examples is seen as the more difficult skill and therefore valued more.

The blue writing at the beginning of the first paragraph is identifying the issue in this case, modifying the physical environment and offers the characteristics and features of it for different dependents. This is the recall of content, coming from the Preparations for parents and carers italics heading of the syllabus. These two sentences are rich in characteristics and features from cross the syllabus demonstrating the overall importance of modifying the physical environment but also of holistic understanding of the syllabus. Such as fulfilling the roles and responsibilities of parenting or caring to show a holistic view of the course through examples of meeting specific needs of security and safety and the responsibility of meeting duty of care. These are supported by highly specific examples which are linked to a specific dependents needs. This is where it may be seen as an advantage of studying The Aged as a Category B group as the Aged are considered a dependent for carers in this core and again where strategically students can show their ability to interlink content while specifically responding to the question.

### Activity 2: Tips

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

### Key tips

* There must be a clear establishment of the issue or idea.
* This is be developed through a wide variety of the characteristics and features.
* Stronger response will show both points for and against and will be of wide variety.
* Examples will be used to validate your ideas.

### Discuss language word bank

Create a word bank of all the words that showed positives and/or negatives or points for and or against. Record in the space below and share with the class.

## Extension activities

1. Use the paragraphs given as starters to create a completed response.
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 showed relationships. Or like in these responses, highlight the cause and the effect. Use the tips as a check list. Offer feedback to a classmate.
7. Replace the glossary word discuss with 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?