CAFS tool kit for improved success

# What can you do to help achieve success in CAFS?

## Know the syllabus

The [CAFS Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe/community-family-studies-syllabus) is the only tool HSC exam writers can develop questions from. Therefore, if you explicitly know this document, what it means and the purpose of each aspect; you can respond accordingly to any question (both exam and assessment). Be sure to think about where there are cross over links between cores and options. Mark these cross over links in your syllabus.

## Understand and respond to the NSW Education Standards Authority (NESA) glossary of key words

NESA has [key glossary words](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords) that are used in most questions. These are verbs that create an expectation that students respond to them in a particular way, using particular language. If you can learn the language that belongs to each verb then you can respond to questions in the way it is expected. Use the suite of [HSC HUB Glossary of Key word resources](https://hschub.nsw.edu.au/pdhpe/pdhpe-2) to see commonly used key words explicitly broken down increase your understanding and confidence when approaching HSC style questions. These are supported with sample exemplar responses and commentary to guide your understanding.

## Explicitly know the HSC paper structure; see it and practise it

Understanding the expectations of the three sections, knowing the timing of all three sections and the marks weighting, means that you can enter an exam with a plan of action, reducing anxiety and fear. The [NESA examination packages](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/community-and-family-studies-2019-hsc-exam-pack) have all the past HSC questions, marking criteria and markers feedback.

## Understand the process for multiple choice (MC)

Multiple choice is 20 marks on the CAFS paper and could be the difference between success in bands. If you can learn how to break down multiple choice, recognise and eliminate distractor responses, you will have greater chance of success. Practising is a valid way to help identify the distractors of the question. Use the [NESA Create Quiz](https://quiz.nesa.nsw.edu.au/home/create/Community%20and%20Family%20Studies%20HSC) page on the NESA website to build a collection of past HSC multiple choice responses. Use the timing device to practise responding in the time allowed in the HSC to mimic that feeling.

**Important to note:** When you are creating your quiz, pick quizzes only from 2015 to current. There was a syllabus amendment in 2015, so prior to that multiple choice question could link to incorrect content. Ask your teacher if you are unsure.

**Pick questions from 2015-2017.** There will be MC relating to the NOW category B group the Homeless. These will now only support those schools who are learning this group. Currently the **two** groups that will be represented in the MC are the Category A groups: People with Disabilities and Youth.

## Short answer questions

Fifty five (55) marks come from short answer questions where the paper dictates the space you are allowed to respond. You will need to practise responding in a succinct way to express your point, and to do so in a short amount of time. You should find opportunities to practice this continually. Use past papers or create your own questions or access the HSC HUB Glossary of Key word resources these resources use HSC examination style questions to support the understanding of these key words. However, there are 15 new HSC style questions that you can access and extension activities that you can use to develop your short answer responses.

## The PEEL/TEEL/SEXY paragraph structure

Once you have an understanding of the language you need to use from the NESA verbs, you need to organise your response in a way that is clear, concise and to the point. Using the same paragraph structure can help. The PEEL structure includes: Identifying a Point (which includes syllabus language), Elaborating on that point to show your knowledge, using an Example to provide evidence of your knowledge and the Linking back to the question.

Note: Within this paragraph structure you need to make sure you responded appropriately to the glossary of key word from the question.

## Responding to the question

When you are told to use the PEEL/TEEL/SEXY paragraph structure and you are told you have to make a Point and then Link back to the question, what does that mean and how do you know what your point is? When you look at a question there will always be three elements to it.

**Key element one:** the Glossary word,

**Key element two:** the Content point (that comes directly from the syllabus)

**Key element three:** the link of the question (what the content point will impact or effect)

**Finding the Key Elements of the question:** Describe the impact **preparations for becoming a parent or carer** can have on the wellbeing of dependents.

|  |  |  |
| --- | --- | --- |
| Key Element 1 |  Key Element 2 | Key Element 3 |
| Describe: show characteristics and features | Preparations for becoming a parent or carer* Changing health behaviours
* Enhancing knowledge and skills
* Modifying the physical environment
* Organising finances
 | Impact can have on the wellbeing of dependents For example: physical, social, emotional, economic, cultural, spiritual |

**Note - y**ou don’t have to write these into a table, but you can simply underline these in the question.

## Understanding the marking criteria

Rubrics and marking criteria’s help markers to create an expectation of what will be assessed and specifically how they will be assessing responses. If you have an understanding of the success criteria you can create steps to meet it. By seeing marking criteria’s and the characteristics of them, you will be able to predict what a questions marking criteria may look like and take the steps to meet the expectation. For example, points that relate to the knowledge and understanding of the content, the glossary word, the examples, clear and concise, and the rubric for the option extended response.

## Understanding the rubric

Question 29-31 in the HSC CAFS exam informs you of how you will be assessed on how well you address each of the four points in the rubric.

If you know what these mean, then you can demonstrate them in your response. This will take practise.

* demonstrate knowledge and understanding of societal influences on wellbeing relevant to the question
* apply the skills of critical thinking and analysis
* communicate ideas and information using relevant examples
* present a logical and cohesive response

The first point, simply means show how the content that you are using to answer the question influences wellbeing. Therefore, references to wellbeing needs to be included in your response.

The second point means to demonstrate how you have thought beyond, or reflected or understood that the content that you have learnt about will influence different people, groups, communities and situations differently and it’s important to demonstrate understanding of that.

The third point is essential to validate any statement you have made of a real world or realistic example. This helps to demonstrate your understanding

Finally make sure your response is clear, organised and consistent in its approach to responding to the question. If you start with a set paragraph structure (like PEEL), finish with the same one.

## WAGOLLS: what a good one looks like

Use exemplar responses from the [HSC HUB Glossary of Key word resources](https://hschub.nsw.edu.au/pdhpe/pdhpe-2)  or borrow from the library the [NESA Exam workbooks](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/community-and-family-studies-2019-hsc-exam-pack) from the 2015 and 2017 HSC examination or ask your teacher if they have any past responses you could look at. Use exemplar responses to compare your practice answers to. Ask yourself what are the characteristics of an exemplar response. How has the response reflected the glossary word, showed knowledge and understanding of the content, used examples to support the response and structured their response so it is clear and logical. Then add or modify (if needed) your response to achieve maximum results.

## Colour coded feedback

Colour coding your own responses with the use of highlighters gives explicit areas where your response will gain marks and where it needs improvement. Colour coding may be to the PEEL paragraph structure, to the glossary word, or simply what word or phrases that expresses what the question is asking. Access the [HSC HUB Glossary of Key word explain or discuss resources](https://hschub.nsw.edu.au/pdhpe/pdhpe-2) to see how highlighting the elements of your response can ensure you are answer the full question.

## Memory aids and pneumonics

By creating class memory aids and pneumonics you can your class will be using the same tool to remember the same content. Meaning that you can be practised regularly in class or with your study group. Use your bedroom walls or the back of your bathroom door to put the syllabus using pictures and the pneumonic to allow you to immerse yourself in the content.

## Exam study sessions in small group

This is done so that you will give each other the opportunity to teach each other; allowing for maximum retention of content knowledge.