

Timed assessment

Apply Families and Households knowledge accurately under timed conditions and sustain analysis, application and evaluation.

Core learning

- Timed assessment rewards selection, precision and judgement more than volume.
- Read the command word and item before planning; decide what the question is actually asking.
- Use AO1 knowledge, AO2 application and AO3 evaluation throughout rather than in separate artificial sections.

Concepts, studies and perspectives

- 10-mark explain task: Two developed explanations are better than a list of undeveloped points.
- 10-mark item task: Use the item as evidence and context, not as decoration.
- 20-mark evaluation task: Sustain a line of argument and reach a judgement that follows from the evidence.
- AO1: Accurate theories, concepts, studies and evidence.
- AO2: Specific application to the item, context or family process.
- AO3: Analysis of mechanisms, limits, alternatives and judgement.
- Timing: Plan quickly, write selectively and leave time to check clarity.

Suggested teaching sequence

- Connect and diagnose prior knowledge
- Explicitly teach distinction between pattern and mechanism
- Model one evidence-to-explanation paragraph
- Use routes for supported, core and stretch application
- Finish with exam judgement and retrieval

Misconceptions to tackle

- Assuming the same effect for all families
- Treating a policy as a complete cause
- Listing theories without applying them
- Evaluating by saying “however” without showing why it matters

Subject background

Teach learners to separate social policy design from access, take-up and actual outcomes. This is the conceptual hinge for strong AO3.

Source / accuracy note

Source note: This is an original 40-mark Reach for the Star assessment: two 10-mark tasks and one 20-mark item-based evaluation task. It does not reproduce copyrighted examination questions.