



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	COMMUNITY AND FAMILY STUDIES
Topic	GROUPS IN CONTEXT – RESEARCH AND IN CLASS APPLICATION
Class Teacher	LYDEN
Head Teacher	DRAY
Date Given	Feb 24th
Date Due	March 31st
Weighting	25%

CAFS – RESEARCH TASK

TASK DESCRIPTION – Students explore **FOUR** specific groups within the community who may be experiencing inequities by examining the nature of the group, their specific needs and level of access to services. Students undertake a detailed investigation of **TWO** groups to examine the role that positive social environments can have on enhancing the wellbeing of the group and individuals within the group.

Category A groups (Mandatory groups) <ul style="list-style-type: none">• People with disabilities• Youth	Category B groups (Select 2 groups) <ul style="list-style-type: none">• Aged• Culturally and Linguistically Diverse communities• Aboriginal and Torres Strait Islander peoples• Rural and remote families• Gay, Lesbian, Bisexual, Transgender, Intersex communities• Sole parents• Homeless people
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TASK COMPONENTS

Part A: Google Classroom submission of research into a Category B Group of your choice. (6 marks)

You are to submit your research into a Category B group of your choosing. Use the scaffold in your Google Classroom for this.

Part B: In class application of content, Friday 31st March Period 3 YALMAMBIRRA BUILDING 22 marks)

You will be assessed on any content relating to Groups in Context. You will receive a question(s) to the total value of **22 marks**.

Marking Rubric:

In your answers you will be assessed on how well you:

- demonstrate your knowledge and understanding of course content
- apply the skills of critical thinking, research, analysing and communicating
- illustrate your answer with relevant examples
- present ideas in a clear and logical way

TASK SUBMISSION REQUIREMENTS:

- Use **Scaffold** provided in your Google Classroom for Part A.
- Task is to be uploaded into your **GOOGLE CLASSROOM**
- Due Date = **Week 10– Friday 31st March 9.00am**

Outcomes/Content Assessed:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.3 critically analyses the role of policy and community structures in supporting diversity

- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.

Non-completion of Task: If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

Plagiarism: Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.
The policies and procedures that are outlined in the HSC Assessment Booklet will be followed regarding the non-completion of assessment tasks.

<ul style="list-style-type: none"> - author name - title of the publication (and the title of the article if it's a magazine or encyclopaedia) - date of publication - the place of publication of a book - the publishing company of a book - the volume number of a magazine or printed encyclopaedia - the page number(s) 	<ul style="list-style-type: none"> - author and editor names (if available) - title of the page (if available) - the company or organization who posted the webpage - the Web address for the page (called a URL) - the last date you looked at the page
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HOW TO WRITE YOUR BIBLIOGRAPHY

HOW TO SHOW EVIDENCE OF YOUR RESEARCH IN YOUR RESPONSE

For example: In the following, if you have referred to the Australian Institute of Health and Welfare and the Australian Bureau of Statistics, list them as per instructions above in your bibliography as -

1. Australian Institute of Health and Welfare (AIHW)
2. Australian Bureau of Statistics (ABS)

Then in your response, refer to them specifically as –

“The 2016 National Drug Strategy Household Survey estimates that 3.2% of adults identify as homosexual or bisexual and 2.4% as not sure/other orientation (AIHW).”

“Based on the Australian Bureau of Statistics 2014 General Social Survey, 3.0% of adults identified as gay, lesbian or as having an ‘other’ sexual orientation (ABS 2015).”

This is a thorough way of showing in-text referencing.

Marking Criteria

PART A: GROUP RESEARCH (6 MARKS)

CRITERIA	MARK
<ul style="list-style-type: none"> ● Demonstrates an extensive knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities. ● Effectively communicates ideas, issues and opinions ● Response is logical and cohesive, and uses appropriate terminology ● Evidence of research is clear throughout, with the use of in text referencing at a high standard ● Bibliography list follows format outlined above 	5-6

<ul style="list-style-type: none"> ● Demonstrates a sound level of knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities. ● Communicates ideas, issues and opinions ● Response is logical and cohesive, and uses appropriate terminology ● Evidence of research may be not clear throughout, or the use of in text referencing ● Bibliography list follows format outlined above, may have inaccuracies 	3-4
<ul style="list-style-type: none"> ● Demonstrates an extensive knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities. ● Effectively communicates ideas, issues and opinions ● Response may lack logic and cohesion, and terminology may be lacking depth or be incorrect ● Evidence of research is clear throughout, with the use of in text referencing ● Bibliography list may be lacking or incorrectly completed 	1-2

OHS PDHPE/CAFS - Submission of Drafts

The submission of draft work is encouraged at Orange High School. Drafts allow feedback to occur and encourage student reflection. Drafts enable students to:

- Strive for excellence.
- Respond and act on questioning by a review.
- Appreciate the value of a reader's viewpoint/critique of their work.
- Assess whether or not their work satisfies the intent/criteria of the task.

Guidelines for Students

- Expect a teacher to question and prompt you as to what or how you could refine or improve your work, ("not give you the answer").
- PDHPE/CAFS teachers will provide feedback on **one draft per assessment**.
- Individual staff and students may arrange for additional drafts based on teacher discretion.
- Drafts are to be submitted to your usual classroom teacher.
- Any final draft should be submitted TWO days prior to the submission date. A review process needs to include time for the reader to comment and adequate time for a response to the feedback. Drafts may be submitted closer to the deadline, however, the student must negotiate this with their teacher directly.
- Students should not assume that applying teacher feedback will ensure full marks. As students are incredibly diverse in their ability levels, teachers will seek to provide meaningful feedback to ensure they achieve 'their best.'

Guidelines for Staff

- Ideally a reply to a draft will be given within 48 hours.
- Access to the task and the marking criteria is necessary.
- Reading and critiquing drafts is done primarily by the student's class teacher, if they are not available, all Stage 6 PDHPE/CAFS teachers are able to read the draft and provide feedback
- Limit your comments – 3 or 4 most important aspects.
- Alert students to missing components.
- Feedback will be reflective of the marking criteria

Teachers are not expected to:

- Spend time 'proof reading' and correcting simple punctuation/grammatical mistakes.
- Rewrite sentences, phrases, provide scaffold sequence of 'to do' steps.
- Grade or indicate any sort of judgment on quality/band/mark.