



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	YEAR 11 COMMUNITY AND FAMILY STUDIES
Topic	RESOURCE MANAGEMENT
Class Teacher	DRAY AND LYDEN
Head Teacher	DRAY
Date Given	Monday 11 March
Date Due	Wednesday May 8
Weighting	30%

RESOURCE MANAGEMENT + RESEARCH METHODOLOGIES TASK

THIS ASSESSMENT HAS 2 PARTS

PART A – Exam Style Questions. Due Wednesday May 8th, turned into Google Classroom by 9am.

Using the Case Study on the organisation Youth Off the Streets and Tyrell's story, answer the following questions -

1. Outline 3 of Tyrell's specific needs when he was homeless. Describe why each of these are significant to him. (1/2 page – 4 marks).
2. Describe how access to different types of support can contribute to the satisfaction of Tyrell's specific needs that you identified in Question 1. In your response, you must specifically refer to the organisation "Youth Off the Streets." (1/2 page – 4 marks).
3. Explain THREE strategies that Tyrell could adopt to effectively manage his resources whilst he was homeless, with reference to Youth Off the Streets. (1 page – 8 marks).

<https://youthoffthestreets.com.au/>

PART B – In class application of content, Wednesday May 8th – 2.15pm, Venue = YB

You will be assessed on content relating to RESEARCH METHODOLOGIES during this period.

You will receive a question(s) to the total value of **16 marks** for this section.

You will be assessed on your ability to:

- Demonstrate relevant knowledge and understanding of community and family studies concepts relevant to the question
- Apply the skills of critical thinking and analysis
- Communicate ideas using relevant examples
- Present a logical and cohesive response

SUCCESS CRITERIA

1. Outline the specific needs (SHESEA)
2. Describe the significance of different specific needs
3. Describe different types of support (formal vs informal)
4. Describe how support can satisfy needs
5. Explain how resources are effectively managed
6. Effectively communicate ideas in a logical manner using appropriate terminology
7. Apply a range of specific examples

KEY VERBS

1. OUTLINE – sketch in general terms
2. DESCRIBE – provide characteristics and features
3. EXPLAIN – show cause and effect
4. COMPARE – show similarities and differences
5. ANALYSE – identify the components, draw out the relationships and relate the implications
6. EVALUATE – make a judgement based on criteria; determine the value of

TASK SUBMISSION REQUIREMENTS:

- SIZE 11 FONT
- ARIAL NARROW FONT
- NARROW MARGIN
- 1.5 LINE SPACING
- All questions on a separate page in your google doc
- Task is to be submitted via Google Classroom by **9.00am on Wednesday May 8TH 2024.**
- Bibliography must contain the following information for EACH source. An example of the information to include for each source is listed below. *Bibliography is to be included on a separate page*

FROM A PRINT SOURCE	FROM THE INTERNET
<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

Outcomes/Content Assessed:

P1.2 proposes effective solutions to resource problems

P4.2 presents information in written, oral and graphic form

P5.1 applies management processes to maximise the efficient use of resources

P6.1 distinguishes those actions that enhance wellbeing

P6.2 uses critical thinking skills to enhance decision making

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 Preliminary Assessment booklet will be followed regarding the non-completion of assessment tasks.

Marking Criteria

1. Outline 3 of Tyrell's specific needs when he was homeless. Describe why each of these are significant to him. (1/2 page – 4 marks).

CRITERIA	MARK
Sketches in general terms THREE specific needs of Tyrell when he was homeless Provides characteristics and features of why each are significant to him Presents ideas in logical and cohesive manner Uses a range of relevant examples	3-4
Identifies some specific needs of Tyrell Sketches in general terms why these may be significant to him. Response may not address 3 required needs or address why each are significant Ideas may lack logic or cohesion Uses a range of relevant examples	1-2

2. Describe how access to different types of support can contribute to the satisfaction of Tyrell's specific needs that you identified in Question 1. In your response, you must specifically refer to the organisation "Youth Off the Streets." (1/2 page – 4 marks).

CRITERIA	MARK
Provides characteristics and features of formal and informal support services Makes clear links to the satisfaction of specific needs that were identified in Q1 Makes clear references to the organisation "Youth off the streets" Presents ideas in logical and cohesive manner Uses a range of relevant examples	3-4
Sketches in general terms types of support Links to the satisfaction of specific needs may be unclear or missing	1-2

No reference to “Youth off the streets” Response may lack logic or cohesion Examples may be unclear or missing	
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3. Explain THREE strategies that Tyrell could adopt to effectively manage his resources whilst he was homeless, with reference to Youth Off the Streets. (1 page – 8 marks).

CRITERIA	MARK
Shows clearly the cause and effect of how Tyrell could adopt THREE strategies to effectively manage his resources whilst he was homeless Makes clear links to Youth Off the Streets Addresses all relevant dot points relating to strategies for effective resource management from the Syllabus Shows evidence of research of Youth Off the Streets Presents ideas in logical and cohesive manner Uses a range of relevant examples	7-8
Shows some cause and effect of how Tyrell could adopt THREE strategies to effectively manage his resources whilst he was homeless, but may be inconsistent Links to Youth Off the Streets requires more depth Addresses all/most dot points relating to strategies for effective resource management from the Syllabus Shows some evidence of research of Youth Off the Streets Presents ideas in logical and cohesive manner Uses relevant examples	5-6
Provides characteristics and features of how Tyrell could effectively manage his resources whilst he was homeless Not all dot points from the syllabus may have been addressed or are lacking depth in understanding Evidence of research may be unclear or lacking Presents ideas in logical and cohesive manner Uses some examples	3-4
Sketches in general terms relevant information about Effective Resource Management Examples may be unclear or missing	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.