



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	COMMUNITY AND FAMILY STUDIES
<b>Topic</b>	GROUPS IN CONTEXT – RESEARCH AND IN CLASS APPLICATION
<b>Class Teacher</b>	DRAY AND LYDEN
<b>Head Teacher</b>	DRAY
<b>Date Given</b>	MARCH
<b>Date Due</b>	APRIL 10 <sup>th</sup> 2025
<b>Weighting</b>	25%

### CAFS ASSESSMENT TASK 2 – 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.

<b>Category A groups (Mandatory groups)</b> <ul style="list-style-type: none"><li>Rural and Remote Families</li><li>Youth</li></ul>	<b>Category B groups (Select 2 groups)</b> <ul style="list-style-type: none"><li>Aged</li><li>Culturally and Linguistically Diverse communities</li><li>Aboriginal and Torres Strait Islander peoples</li><li>People with Disabilities</li><li>Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual plus (LGBTQIA+) communities</li><li>Sole parents</li><li>Homeless people</li></ul>
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Students will be allocated time during class to research a Category B group of their choosing based on the required syllabus dash points. A scaffold will be provided to support this research. They may also use this time to revise all Groups they have studied – Rural and Remote Families, Youth and Homeless People.

**TASK INSTRUCTIONS: In class application of content, THURSDAY APRIL 10th. Before school 8.15am. Venue = YAL and DEM 4.** You will be assessed on any content relating to Groups in Context. You will receive questions to the total of **25 marks**. These questions will be a combination of multiple choice, as well as short and extended responses.

#### 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

#### **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.

## **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.