



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	COMMUNITY AND FAMILY STUDIES
<b>Topic</b>	INDIVIDUALS AND GROUPS
<b>Class Teacher</b>	DRAY AND WINSLADE
<b>Head Teacher</b>	DRAY
<b>Date Given</b>	Wednesday June 28, Term 2
<b>Date Due</b>	Wednesday August 9, Term 3
<b>Weighting</b>	30%

### INDIVIDUALS AND GROUPS TASK

#### **THIS ASSESSMENT HAS 2 PARTS**

#### **PART A – Exam Style Question. Due Wednesday August 9, turned into Google Classroom by 9am.**

TASK DESCRIPTION: Research a recognised leader of your choice who has been prominent in the last 20 years. *Justify* the importance of leadership adaptability by examining HOW different factors influence different styles of leadership. (8 marks – 2 pages maximum).

#### **PART B – In class application of content, Wednesday August 9 - 12.20pm, Venue = YB**

You will be assessed on content relating to INDIVIDUALS and GROUPS during this period.

You will receive a question(s) to the total value of **15 marks** for this section.

You will be assessed on your ability to:

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

#### **TASK SUBMISSION REQUIREMENTS:**

- SIZE 11 FONT
- ARIAL 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 August 9, 2023.**
- 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*

<b>FROM A PRINT SOURCE</b>	<b>FROM THE INTERNET</b>
<ul style="list-style-type: none"> <li>- author name</li> <li>- title of the publication (and the title of the article if it's a magazine or encyclopaedia)</li> <li>- date of publication</li> <li>- the place of publication of a book</li> <li>- the publishing company of a book</li> <li>- the volume number of a magazine or printed encyclopaedia</li> <li>- the page number(s)</li> </ul>	<ul style="list-style-type: none"> <li>- author and editor names (if available)</li> <li>- title of the page (if available)</li> <li>- the company or organization who posted the webpage</li> <li>- the Web address for the page (called a URL)</li> <li>- the last date you looked at the page</li> </ul>

#### **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**

*Justify* the importance of leadership adaptability by examining HOW different factors influence different styles of leadership. (8 marks – 2 pages).

<b>CRITERIA</b>	<b>MARK</b>
Supports an argument or conclusion about the importance of leadership adaptability by clearly demonstrating how different factors influence different styles of leadership Addresses all syllabus points relating to factors influencing leadership Makes clear links to different styles of leadership Presents ideas in logical and cohesive manner Uses a range of relevant examples	7-8
Shows cause and effect about the importance of leadership adaptability by demonstrating how different factors influence different styles of leadership Addresses all or most syllabus points relating to factors influencing leadership Makes links to different styles of leadership Presents ideas in logical and cohesive manner Uses a range of relevant examples	5-6
Provides characteristics and features about leadership adaptability Addresses some syllabus points relating to factors influencing leadership Makes some links to leadership styles Response may lack logic or cohesion Examples may be unclear or missing	3-4
Sketches in general terms relevant information about leadership adaptability OR leadership styles 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.