



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	COMMUNITY AND FAMILY STUDIES
Topic	SOCIAL IMPACT OF TECHNOLOGY – CASE STUDY AND IN CLASS APPLICATION
Class Teacher	DRAY AND LYDEN
Head Teacher	DRAY
Date Given	June
Date Due	Tuesday July 1st
Weighting	25%

CAFS – RESEARCH TASK

TASK DESCRIPTION – You are to select one piece of technology and conduct a case study on it. This piece of technology should be something that has a lot of existing information that you can link to all areas of the syllabus.

Part A: Google Classroom submission of Case Study. DUE Tuesday July 1st, 9.00am.

1. Describe THREE significant milestones in the development of a selected piece of technology. (4 marks – 2/3 page).
2. COMPARE how TWO emerging technologies have had an impact on the *health and safety* of individuals that live in rural and remote locations and urban areas. (6 marks – 1 page)

Part B: In class application of content. Tuesday July 1st, 8.40am in YAL

You will be assessed on content relating to Social Impact of Technology (in the image below). You will receive a question to the total value of **15 marks**.

the impact of technology on lifestyle <i>technologies and the family</i> <ul style="list-style-type: none"> household technology information and communication technology entertainment technology <i>technologies and the community</i> <ul style="list-style-type: none"> education and training transport and travel health and medicine food leisure and entertainment <i>technologies and the workplace</i> <ul style="list-style-type: none"> safety technology information and communication technology structure of the workplace <ul style="list-style-type: none"> health and safety equipment efficiency flexibility education and training introduction of technology into the workplace 		<ul style="list-style-type: none"> explore how household technology contributes to the wellbeing of individuals within families critically analyse the impact of technology on interpersonal relationships within families explore how technology contributes to productive communities critically examine the impact of technology on community health and wellbeing assess the degree to which technology impacts on: <ul style="list-style-type: none"> workplace safety work/life balance career pathways evaluate the rights and responsibilities of employers and employees in adopting technology in the workplace
technological development <i>issues related to information and communication technology</i> <ul style="list-style-type: none"> privacy and safety security of information accuracy of information information overload copyright 		<ul style="list-style-type: none"> debate the issues related to the development of information and communication technologies

Marking Rubric:

In your answer 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:

- Google Classroom submission of Case Study; Tuesday July 1st, 9am.
- In class application of content; Tuesday July 1st, 8.40am YAL.
- ARIAL NARROW SIZE 11 FONT
- 1.5 LINE SPACING
- NARROW MARGINS

Outcomes/Content Assessed:

- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H6.1 analyses how the empowerment of women and men influences the way they function within society.

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.

HOW TO WRITE YOUR BIBLIOGRAPHY

<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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Marking Criteria - PART A: CASE STUDY

1. Describe THREE significant milestones in the development of a selected piece of technology. (4 marks – 2/3 page)

<u>CRITERIA</u>	<u>MARK</u>
Provides characteristics and features of THREE milestones in the development of the selected piece of technology Clearly addresses changes from its development to the present day. Response is logical and cohesive, with a range of relevant examples.	3-4
Sketches in general terms how the selected piece of technology has developed over time. Changes from development to present may be unclear or missing. Response may lack logic, cohesion, or relevant examples.	1-2

2. COMPARE how TWO emerging technologies have had an impact on the *health and safety* of individuals that live in rural and remote locations and urban areas. (6 marks – 1 page)

<u>CRITERIA</u>	<u>MARK</u>
Provides a clear and well-structured comparison (showing shows similarities and differences) of TWO emerging technologies. Effectively shows similarities and differences in their impact on health and safety across both rural/remote and urban areas. Demonstrates strong understanding with relevant, specific examples	5-6
Provides a general comparison of TWO emerging technologies. Shows some similarities and/or differences, though may not address both locations equally. Includes some relevant examples but may lack depth or clarity in parts.	3-4
Provides a limited or unclear comparison. May describe technologies individually with minimal connection between them. Little or no reference to rural/remote vs. urban differences. Few or no examples provided.	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.