



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Community and Family Studies
<b>Topic</b>	Groups in Context
<b>Class Teacher</b>	Mrs Phillips
<b>Head Teacher</b>	Ms Dray
<b>Year</b>	12
<b>Date Given</b>	
<b>Date Due</b>	
<b>Weighting</b>	25%

### Assessment Outline

**Task Description:** You are to conduct a detailed investigation into ONE of the community groups listed below from Category B. In your investigation you are to find facts as well as critically examine and analyse the following:

1. Prevalence of the group ( use ABS statistics)
2. Discuss the individual diversity found in this group.
3. What terminology is used by the community to describe the group (both positive and negative) and discuss the impact this might have on individuals within the group?
4. Issues of concern/Specific needs of the group. (shesea)
  - a) Identify and prioritise the specific needs of the group
  - b) Justify the 2 most significant needs for the group and discuss the implications if these are not met.
5. Access to services ( types of services, and CAR)
  - a) What types of services do the group require access to
  - b) How does CAR affect their access to services?
  - c) What resources are necessary to support each group's access to the service?
  - d) How available are the services within the community?
6. Creating positive social environments. ( government policy and legislation, support organisations, equity issues)
  - a) Make a list of government policy and legislation that exists to support this group. Describe how it ensures equity for your group.
  - b) List organisations within the community that support the group and critically analyse the extent to which these organisations assist in satisfying the group's needs.
  - c) Name a major equity issue faced by this group and propose a strategy to address this issue.
7. Positive influences on community attitudes.
  - a) List 1 example of what this group has done to try to improve community attitudes.
  - b) Assess the impact this has had on the wellbeing of the group.
8. Advocacy.
  - a) Outline how community organisations advocate for this group.
  - b) Describe the positive influence it can have on community attitudes.

A scaffold will be provided. The scaffold may be used to gather information, however, the task is to be presented as a typed document using section headings.

### **Category B Groups- Choose ONE**

1. Aged
2. Culturally and Linguistically Diverse communities
3. Aboriginal and Torres Strait Islander peoples
4. Rural and remote families
5. Sole Parents
6. Homeless people

(NB. Gay, Lesbian, Bisexual, Transgender, Intersex communities has already been covered in class and cannot be chosen for this task)

**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.

**Weighting(s):**

This task is worth 25% of your overall HSC assessment.

**Date Given: Term 2 Week 1**

**Date of Completion: Term 2 Week 10**

**Task Guidelines: (steps/marking scale/grid)**

Marking Guide	Marks
1. Prevalence of group within the Australian community using ABS statistics	5
2. Statement and explanation of the individual diversity within this group.	5
3. Terminology used by the community to describe the group (both positive and negative) and the impact of this terminology on the group on wellbeing	5
4. a) Identify and prioritise the specific needs of the group b) Justify the TWO most significant needs for the group and discuss the implications if these are not met.	5
5. a) What types of services does this group require access to? b) How do the characteristics of individuals within this group affect their access to services? c) What resources are necessary to support this group's access to the service? d) How available are the services within the community?	5 5 5 5
6. a) List of Government policy and legislation that exists to support this group. Description of how each may ensure equity for your group. b) List organisations within the community that support the group. Critically analyse the extent to which these organisations assist in satisfying the needs of the group. c) Name a major <b>equity issue</b> faced by this group and propose a strategy to address this issue.	5 5 5
7. a) List <b>ONE</b> example of what this group has done to try to improve community attitudes. b) Assess the impact this has had on the wellbeing of the group.	5 5
8. a) Outline how community organisations advocate for this group b) Describe the positive influence it can have on community attitudes	5 5
TOTAL	80

**Advice on Acknowledging of References:**

Acknowledge all references including internet sites. You must give the name of the site, web address, and date accessed.

**Penalties:** Please refer to the "HSC Assessment Policy and Guidelines" for specific instructions about Illness and Misadventure.

**Please Note:** that plagiarism, the using of the work of others without acknowledgement, will incur serious penalties and may result in zero awards. Any cheating will also incur penalties.

<ul style="list-style-type: none"> <li>• Soundly outlines how community organisations advocate for the group and may describe the positive influence on attitudes</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrates a basic knowledge and understanding of the prevalence of the group in Australia using ABS statistics</li> <li>• A basic discussion of the diversity of the individual within the group</li> <li>• Basically discusses the positive and negative terminology used to describe the group and may describe the impact this has on group wellbeing</li> <li>• Basically identifies, and/ OR prioritises some needs of the group, and may justify one or two needs. Minimal discussion of the implications if these are not met.</li> <li>• Basically explores the factors that affect access to services. May include one of the following: types of services needed, characteristics of individuals, necessary resources and service availability</li> <li>• A simple list of government policy and legislation that exist to support group and ensure equity, may recognise organisations that support the group OR identifies a major equity issue and strategies to address this issue.</li> <li>• Lists an example of what the group has done to improve community attitudes, and may basically assess how this affects wellbeing of the group</li> <li>• Outlines how community organisations advocate for the group at a basic level and may describe the positive influence on attitudes</li> </ul>	20-39
<ul style="list-style-type: none"> <li>• Demonstrates a limited knowledge and understanding of the prevalence of the group in Australia. Limited or no use of ABS statistics</li> <li>• Limited discussion of the diversity of the individual within the group</li> <li>• Limited discussion of some positive and/ or negative terminology used to describe the group. No mention of the impact this has on group wellbeing</li> <li>• May identify the needs of the group, OR lists one OR two needs. Limited to no discussion of the implications if these are not met.</li> <li>• Limited exploration of the factors that affect access to services. May include one of the types of services needed OR characteristics of individuals OR necessary resources and service availability</li> <li>• No government policies or legislation are listed that exist to support the group, organisations that support the group, and does not identify a major equity issue or strategies to address this issue.</li> <li>• Lists an example of what the group has done to improve community attitudes, but does not assess how this affects wellbeing of the group</li> <li>• Limited to no outline on how community organisations advocate for the group. No description on the positive influence on attitudes.</li> </ul>	0-19

### Marking Criteria

<ul style="list-style-type: none"> <li>• Demonstrates an extensive knowledge and understanding of the prevalence of the group in Australia using ABS statistics</li> <li>• A superior discussion of the diversity of the individual within the group</li> <li>• Extensively discusses the positive and negative terminology used to describe the group and the impact this has on group wellbeing</li> <li>• Extensively identifies and prioritises the needs of the group, and comprehensively justifies the two most significant needs and discusses the implications if these are not met</li> <li>• Extensively explores the factors that affect access to services including types of services needed, characteristics of individuals, necessary resources and service availability</li> <li>• Comprehensively lists government policy and legislation that exist to support group and ensure equity, organisations that support the group, and extensively identifies a major equity issue and strategies to address this issue.</li> <li>• Lists an example of what the group has done to improve community attitudes, and extensively assesses how this affects wellbeing of the group</li> <li>• Extensively outlines how community organisations advocate for the group and comprehensively describes the positive influence on community attitudes</li> </ul>	73-80
<ul style="list-style-type: none"> <li>• Demonstrates a thorough knowledge and understanding of the prevalence of the group in Australia using ABS statistics</li> <li>• A thorough discussion of the diversity of the individual within the group</li> <li>• Competently discusses the positive and negative terminology used to describe the group and the impact this has on group wellbeing</li> <li>• Competently identifies and prioritises the needs of the group, and successfully justifies the two most significant needs and discusses the implications if these are not met</li> <li>• Competently explores the factors that affect access to services including types of services needed, characteristics of individuals, necessary resources and service availability</li> <li>• Successfully lists government policy and legislation that exist to support group and ensure equity, organisations that support the group, and competently identifies a major equity issue and strategies to address this issue.</li> <li>• Lists an example of what the group has done to improve community attitudes, and competently assesses how this affects wellbeing of the group</li> <li>• Competently outlines how community organisations advocate for the group and successfully describes the positive influence on community attitudes</li> </ul>	60-72
<ul style="list-style-type: none"> <li>• Demonstrates a sound knowledge and understanding of the prevalence of the group in Australia using ABS statistics</li> <li>• A general discussion of the diversity of the individual within the group</li> <li>• Sound discussion on the positive and negative terminology used to describe the group and the impact this has on group wellbeing</li> <li>• Generally identifies and prioritises the needs of the group, and soundly justifies the two most significant needs and discusses the implications if these are not met</li> <li>• Explores the factors that affect access to services to a sound level- may include types of services needed, characteristics of individuals, necessary resources and service availability</li> <li>• Generally lists government policy and legislation that exist to support group and ensure equity OR organisations that support the group, and may identify a major equity issue and a strategy to address this issue.</li> <li>• Lists an example of what the group has done to improve community attitudes, and soundly assesses how this affects wellbeing of the group</li> </ul>	40-59