



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

Subject	COMMUNITY AND FAMILY STUDIES
Topic	RESOURCE MANAGEMENT
Class Teacher	DRAY AND PHILLIPS
Head Teacher	DRAY
Date Given	
Date Due	Friday April 30, Term 2.
Weighting	30%

### RESOURCE MANAGEMENT

**TASK – Use the Case Study ‘One plus one: Interview with Turia Pitt,’ (<https://bit.ly/3vNTgJR>) to answer the following questions:**

- 1. Outline TWO factors that have affected Turia’s wellbeing as a result of her experience. (1/2 Page – 4 marks).**
- 2. Describe TWO specific needs that are significant in Turia’s life, that if satisfied, might enhance her wellbeing (1/2 Page – 4 marks).**
- 3. Identify ONE human and ONE non-human resource and explain how they assist in satisfying both of Turia’s specific needs identified in Q3. (1 Page – 6 marks).**
- 4. Describe ONE formal and ONE informal support that has assisted Turia in her recovery. Explain how access to support can contribute to the satisfaction of specific needs her situation. (1 Page – 8 marks).**
- 5. Justify the use of structured and unstructured interviews as a research tool, using specific examples from the case study. (1 Page – 8 Marks).**

### SUCCESS CRITERIA

- Outline the six factors affecting wellbeing
- Describe significant needs
- Identify human and non-human resources
- Explain how resources satisfy needs
- Propose strategies that may enhance the wellbeing
- Discusses the advantages and disadvantages of interviews as a source of primary research.
- Effectively communicate ideas in a logical manner using appropriate terminology
- Applies a range of specific examples

### TASK SUBMISSION REQUIREMENTS:

- SIZE 11 FONT
- ARIAL FONT
- NARROW MARGIN
- 1.5 LINE SPACING
- Question 1 and 2 to be on one page, question 3, 4, 5 on separate pages (total 4 pages, 1 bibliography page).
- Task is to be submitted to the OHS Student Hub between **8.30am - 9.00am on Friday April 30.**
- 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"> <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

**1. Outline TWO factors that have affected Turia's wellbeing as a result of her experience. (1/2 Page – 4 marks).**

<u>CRITERIA</u>	<u>MARK</u>
Sketches in general terms TWO factors that affected Turia's wellbeing Presents ideas in logical and cohesive manner Uses a range of relevant examples	3-4
Identifies factors that affected Turia's wellbeing Ideas may lack logic or cohesion Uses a range of relevant examples	1-2

**2. Describe TWO specific needs that are significant in Turia's life, that if satisfied, might enhance her wellbeing (1/2 Page – 4 marks).**

<u>CRITERIA</u>	<u>MARK</u>
Provides characteristics and features of TWO specific needs that are relevant to Turia Clear links to wellbeing are evident Presents ideas in logical and cohesive manner Uses a range of relevant examples	3-4
Sketches in general terms specific needs Response may lack logic or cohesion Links to wellbeing are unclear or missing Examples may be unclear or missing	1-2

**3. Identify ONE human and ONE non-human resource and explain how they assist in satisfying both of Turia's specific needs identified in Q3. (1 Page – 6 marks).**

<u>CRITERIA</u>	<u>MARK</u>
Identifies 1 relevant human and 1 relevant non human resource Shows cause and effect of how each resource satisfies each of Turia's specific needs Presents ideas in logical and cohesive manner Uses a range of relevant examples	5-6
Identifies 1 human and 1 non human resource Provides characteristics and features of how each resource satisfies each of Turia's specific needs Presents ideas in logical and cohesive manner Uses a range of relevant examples	3-4
Identifies 1 human and 1 non human resource Sketches in general terms how resources satisfy Turia's needs Response may lack logic or cohesion Examples may be unclear or missing	1-2

**4. Describe ONE formal and ONE informal support that has assisted Turia in her recovery. Explain how access to support can contribute to the satisfaction of specific needs her situation. (1 Page – 8 marks).**

<b>CRITERIA</b>	<b>MARK</b>
Provides characteristics and features of 1 formal and 1 informal support (accuracy of the research of the formal support is evident) Shows cause and effect of how access to support has satisfied Turia's specific needs Presents ideas in logical and cohesive manner Uses a range of relevant examples	7-8
Provides characteristics and features of 1 formal and 1 informal support (accuracy of the research of the formal support is evident) Provides characteristics and features of how access to support has satisfied Turia's specific needs Presents ideas in logical and cohesive manner Uses relevant examples	5-6
Sketches in general terms 1 formal and 1 informal support Sketches in general terms how access to support has satisfied specific needs Presents ideas in logical and cohesive manner Uses some examples	3-4
Identifies 1 formal and 1 formal support Provides some relevant information of how these have affected Turia's wellbeing Examples may be unclear or missing	1-2

**5. Justify the use of structured and unstructured interviews as a research tool, using specific examples from the case study. (1 Page – 8 Marks).**

<b>CRITERIA</b>	<b>MARK</b>
Argument for the use of structured and unstructured interviews as a research tool is clearly evident, with a range of relevant features, their relevance and importance shown throughout with many links to the case study Presents ideas in logical and cohesive manner Uses a range of relevant examples from the case study	7-8
Shows cause and effect of the features of structured and unstructured interviews as a research tool Presents ideas in logical and cohesive manner Uses a range of examples from the case study	5-6
Provides characteristics and features of structured and unstructured interviews as a research tool Presents ideas in logical and cohesive manner Uses some examples	3-4
Sketches in general terms the features of structured and unstructured interviews Response may lack logic and cohesion 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.