



# 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 August 6, Term 3
Weighting	30%

### **INDIVIDUALS AND GROUPS RESEARCH TASK**

**This task has 2 components.**

#### **PART A: Research**

You are to research a recognised leader of your choice who has been prominent in the last 20 years.

Prepare a **2 PAGE** report which includes the following –

1. A Media File which demonstrates your evidence of in depth research of the chosen leader. Examples of what to include are interviews (either youtube link or downloaded script), articles about the leader or webpages. You are to use **AT LEAST 5 sources** to help formulate your report. This media file will be submitted VIA GOOGLE CLASSROOM. **(2 marks)**
2. Outline who your chosen leader is, providing a brief description of what they have done. **(3 marks).**
3. Describe the leadership style your leader uses. **(4 marks).**
4. Explain the personal factors that impact on the role your leader adopts within groups. **(6 marks).**

#### **PART B: Essay Style Response (8 marks)**

You are to write a 1 PAGE response to the following statement -

***“The most appropriate leadership style for a given situation will be determined by a number of factors.”***

**Analyse** this statement using a realistic leadership scenario that your chosen leader (From Part A) would most likely face. Your essay must include an introduction and conclusion and use a range of examples that reference the factors that affect your chosen leader’s wellbeing

#### **SUCCESS CRITERIA- Students can**

1. Conduct in depth research on a topic
2. Describe leadership styles
3. Link personal factors to roles individuals adopt
4. Describe different power bases
5. Show a detailed understanding of leadership styles and factors that influence this
6. Effectively communicate ideas in a logical manner using appropriate terminology
7. Applies a range of specific examples

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

- SIZE 11 FONT
- ARIAL FONT
- NARROW MARGIN
- 1.5 LINE SPACING
- PART A Question 1 (THE MEDIA FILE) to be uploaded into your Google Classroom.
- PART B on 1 page
- Task is to be submitted to the OHS Student Hub between **8.30am - 9.00am on Friday August 6.**
- 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>
<p><b>Outcomes/Content Assessed:</b>  P1.2 proposes effective solutions to resource problems  P2.1 accounts for the roles and relationships that individuals adopt within groups  P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement  P4.2 presents information in written, oral and graphic form  P6.2 uses critical thinking skills to enhance decision making</p>	
<p><b>Non-completion of Task:</b> 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.</p>	
<p><b>Plagiarism:</b> 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.</p>	
<p><b>Failure to follow the above procedures may result in a zero award.</b>  The policies and procedures that are outlined in the Preliminary Assessment booklet will be followed regarding the non-completion of assessment tasks.</p>	

## Marking Criteria

### 1. Media File. (2 marks).

CRITERIA	MARK
Media File demonstrates evidence of extensive research with at least 5 legitimate sources of information, uploaded into Google Classroom	2
Media File demonstrates some research with difference sources of information	1

### 2. Outline who your chosen leader is, providing a brief description of what they have done. (3 marks)

CRITERIA	MARK
Sketches in general terms who the leader is and why they have been influential	3
Identifies some information about the chosen leader, information may not provide a clear description of what they have done	2
Provides limited amount of information about the chosen leader	1

### 3. Describe the leadership style your leader uses. (4 marks).

CRITERIA	MARK
Provides characteristics and features of the 3 main leadership styles and accurately chooses one style that is effective for their chosen leader Response is logical and cohesive Uses a range of relevant examples from the chosen leader's life	3-4
Sketches in general terms the 3 main leadership styles Response may lack examples or required information about the leadership styles	1-2

### 4. Explain the personal factors that impact on the role your leader adopts within groups. (6 marks).

CRITERIA	MARK
Outlines the personal factors that contribute to roles individuals adopt within groups Shows cause and effect of how at least 3 personal factors have influenced the role your leader has adopted in a group situation Response is logical and cohesive Uses a range of relevant examples	5-6
Outlines some of the personal factors that contribute to roles individuals adopt within groups	3-4

Provides characteristics and features of how personal factors have influenced the role your leader has adopted in a group situation Response is logical and cohesive Uses a range of relevant examples	
Sketches in general terms how personal factors can influence roles individuals adopt Response may lack depth, logic or cohesion Examples may be unclear or missing	1-2

**PART B: Essay Style Response (1 Page – 8 Marks).**

<b>CRITERIA</b>	<b>MARK</b>
Essay response includes required introduction and conclusion Identifies a realistic leadership scenario and a relevant power base of the leader Justifies a suitable leadership style that their leader could use in their scenario Identifies components, draws out the relationship between them and shows the implications relating to factors that have influenced the chosen leadership style Presents ideas in logical and cohesive manner Uses a range of relevant examples that shows clear links to factors that affect wellbeing	7-8
Essay response includes required introduction and conclusion Identifies a realistic leadership scenario and a relevant power base of the leader Describes a suitable leadership style that their leader could use in their scenario Shows cause and effect relating to factors that have influenced the chosen leadership style Presents ideas in logical and cohesive manner Uses relevant examples with some links to factors that affect wellbeing	5-6
Essay response includes required introduction and conclusion Identifies a realistic leadership scenario and a relevant power base of the leader- may lack clarity Describes a suitable leadership style that their leader could use in their scenario Provides characteristics and features relating to factors that have influenced the chosen leadership style Presents ideas in logical and cohesive manner Uses some examples – links to wellbeing may be absent or unclear	3-4
Introduction and conclusion may be lacking in detail Identifies a power base of the leader- may lack clarity Sketches in general terms leadership styles 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.