



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	COMMUNITY AND FAMILY STUDIES
Topic	RESOURCE MANAGEMENT
Class Teacher	LYDEN
Head Teacher	DRAY
Date Given	7 th April
Date Due	Friday May 6th Term 2
Weighting	30%

RESOURCE MANAGEMENT RESEARCH TASK

TASK DESCRIPTION: You are an investigative reporter for the OHS Newsletter. Your task is to prepare a set of interview questions and analyse aspects of Resource Management for a Public Figure who has been prominent in the news in the last 3 months. Research this person to determine -

- What may impact on their wellbeing?
- What possible goals they have set themselves?
- What human and non human resources they may need to access?

You may choose from:

1. Ash Barty (Professional Tennis Player)
2. Volodynyr Zelenskyy (Ukraine President)
3. Dr Kerry Chant (NSW Chief Health Officer)

You must prepare a report of the following:

1a) Create 8 interview questions that would gather qualitative information about - (4 MARKS)

- Their individual specific needs and the significance of these
- How goal setting has contributed to the satisfaction of one or more of these needs

1b) **Describe** the advantages and disadvantages of using interviews as a research method. Use examples from your interview questions you created in question to illustrate your understanding 1a). (1/2 PAGE) (4 MARKS).

2) **Explain** how interactions between 3 **factors** might affect your Public Figure's wellbeing. Use specific examples from their lives to demonstrate your understanding (1 PAGE MAXIMUM). (6 MARKS).

3) **Assess** the extent to which communication skills and decision-making styles influence your Public Figure's specific human resource management. Use specific examples from their lives to demonstrate your understanding. (1.5 PAGES MAXIMUM). (10 MARKS)

SUCCESS CRITERIA

- Outline the factors affecting wellbeing
- Identify specific needs and their significance
- Outline how goal setting contributes to the satisfaction of needs
- Discusses the advantages and disadvantages of interviews as a source of primary research.
- Describes different communication styles
- Describes different decision making styles
- 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
- All questions to be on separate pages, including 1 bibliography page.
- Task is to be submitted on your Google Classroom by **9.00am on Friday 6th May** _____
- 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"> - 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

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

1a) Create 8 interview questions that would gather qualitative information about - (4 MARKS)

- Their individual specific needs and the significance of these
- How goal setting has contributed to the satisfaction of one or more of these needs

CRITERIA	MARK
Interview questions are all qualitative Interview questions link to specific needs and their significance Interview questions clearly address goal setting and link these to the satisfaction of specific needs Presents ideas in logical and cohesive manner Uses some examples	3-4
Interview questions may not be qualitative Interview questions may not make links to specific needs and their significance Interview questions may not address goal setting and link these to the satisfaction of specific needs Response may lack logic and cohesion Examples may be unclear or missing	1-2

1b) **Describe** the advantages and disadvantages of using interviews as a research method. Use examples from your interview questions you created in question 1a) to illustrate your understanding. (1/2 PAGE) (4 MARKS).

CRITERIA	MARK
Provides characteristics and features of interviews as a research method Provides a range of advantages AND disadvantages for this method Makes clear links to their interview questions that were created in 1A as examples Presents ideas in logical and cohesive manner Uses examples	3-4
Sketches in general terms the advantages and disadvantages interviews Response may lack logic and cohesion Examples may be unclear or missing	1-2

2) **Explain** how interactions between 3 factors might affect your Public Figure's wellbeing. Use specific examples from their lives to demonstrate your understanding (1 PAGE MAXIMUM). (6 MARKS).

CRITERIA	MARK
Outlines 3 factors that affect the Public Figure's wellbeing. Shows cause and effect of how the interrelationship between these 3 factors have influenced the Public Figure's wellbeing Uses a range of specific examples from the lives of the Public Figure Shows evidence of research Communicates ideas in a logical and cohesive manner	5-6
Outlines 3 factors that affect the Public Figures wellbeing. Provides characteristics and features of how the interrelationship between 3 factors have influenced the Public Figures wellbeing Provides some examples from the lives of the Public Figure Evidence of research may be inconclusive Communicates ideas in a logical and cohesive manner	3-4
Sketch in general terms factors that affect the wellbeing of the Public Figure Response may lack logic and cohesion Examples may be unclear or missing	1-2

3) **Assess** the extent to which communication skills and decision-making styles influence your Public Figure's specific human resource management. Use specific examples from their lives to demonstrate your understanding. (1.5 PAGES MAX). (10 MARKS)

CRITERIA	MARK
Make judgment/s determine the extent to which use of communication skills AND decision-making styles influence the Public Figures ability to manage their resources. Clearly describes the communication skills the Public Figure uses Clearly describes how the Public Figure would use different decision making styles Outlines what Human resources the Public Figure needs to manage (2-3) Presents ideas in logical and cohesive manner Provides a range of relevant examples from the lives of the Public Figure	8-10
Shows cause and effect of how communication skills AND decision-making styles influence the Public Figures ability to manage their resources. Clearly describes the communication skills the Public Figure uses Clearly describes how the Public Figure would use different decision making styles Outlines what Human resources the Public Figure needs to manage (2-3) Presents ideas in logical and cohesive manner Provides a range of relevant examples from the lives of the Public Figure	7-8

Provides characteristics and features of how communication skills and/or decision-making styles influence the Public Figures ability to manage their resources. Outlines the communication skills the Public Figure uses Outlines how the Public Figure would use decision making styles Outlines what human resources the Public Figure needs to manage Response may lack logic and cohesion Examples may be unclear or missing	5-6
Sketches in general terms how communication skills and/or decision-making styles may influence the Public Figures ability to manage their resources. Outlines some communication skills Outlines some decision making styles Makes some links to resources that the Public Figure needs Response may lack logic and cohesion Examples may be unclear or missing	3-4
Identifies some relevant information regarding communication skills and/or decision making styles Links to the Public Figure may be unclear or missing No examples	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.