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 PHILLIPS
Head Teacher	DRAY
Date Given	
Date Due	THURSDAY 30TH JUNE
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 Thursday June 30th, 9am.
1. DESCRIBE how your selected piece of technology has emerged or developed over time (i.e. from when it was developed to present day). (1/2 page) – 4 marks
2. EXPLAIN what political, social and economic impact your selected piece of technology has had on individuals, families and communities. (1 page) – 6 marks
3. Choose <u>2</u> of the following issues relating to information and communication technology. DESCRIBE them and OUTLINE how both can impact ONE area of an individual's wellbeing (SPEECS). (1/2 page) – 4 marks
   - privacy and safety
   - security of information
   - accuracy of information
   - information overload
   - copyright

Part B: In class application of content. Thursday June 30th, 8.30am in Dem 3 and Dem 4.
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.**

factors affecting access to and acceptance of technology	
• age • culture • education • economic status • disability • geographical location • gender • religion	• discuss how each of the factors may impact on an individual's access to and acceptance of technology
the impact of technology on lifestyle	
technologies and the family • household technology • information and communication technology • entertainment technology	• explore how household technology contributes to the wellbeing of individuals within families • critically analyse the impact of technology on interpersonal relationships within families
technologies and the community • education and training • transport and travel • health and medicine • food • leisure and entertainment	• explore how technology contributes to productive communities • critically examine the impact of technology on community health and wellbeing

technologies and the workplace
 • safety technology
 • information and communication technology
 • structure of the workplace
    – health and safety
    – equipment
    – efficiency
    – flexibility
	• assess the degree to which technology impacts on:
	    – workplace safety
	    – work/life balance
	    – career pathways
	 • evaluate the rights and responsibilities of employers and employees in adopting technology in the workplace

Students learn about:	Students learn to:
– education and training • introduction of technology into the workplace	
technological development	
issues related to information and communication technology • privacy and safety • security of information • accuracy of information • information overload • copyright	• debate the issues related to the development of information and communication technologies
impact of emerging technologies • ethics • equity and access • health and safety • economic • environmental • education and learning	• examine various emerging technologies and predict the potential impact of their development
a selected piece of technology	

issues related to technological development
 • reasons for the development of the technology
 • factors affecting access to and acceptance of the technology
 • impact on lifestyle and wellbeing of the technology
	• conduct a case study of the selected piece of technology by considering the following questions:
	    – how has the technology emerged or developed over time?
	    – what impact has the technology had politically, economically and socially?
	    – what issues are related to the use and development of the technology?

<u>Marking Rubric:</u>
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; due Thursday June 30th, 9am.
- In class application of content; Thursday June 30th, 8.30am DEM 3 and DEM 4.
- 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

- 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)	- 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

Marking Criteria - PART A: CASE STUDY

1. DESCRIBE how your selected piece of technology has emerged or developed over time (i.e. from when it was developed to present day). (1/2 page) – 4 marks

CRITERIA	MARK
Provides characteristics and features of how the selected piece of technology has emerged over time. Clearly addresses changes from when it was developed to present day Response is logical and cohesive Provides a range of relevant examples	**3-4**
Sketches in general terms how the selected piece of technology has emerged over time. Changes from when it was developed to present day may be unclear or missing. Response may lack logic or cohesion	**1-2**

2. EXPLAIN what political, social and economic impact your selected piece of technology has had on individuals AND communities. (1 page) – 6 marks

CRITERIA	MARK
Demonstrates a high level knowledge and understanding of the political and social and economic impacts of one piece of technology Shows cause and effect of one piece of technology and its impact on individuals and communities Communicates ideas and information using examples	**5-6**
Demonstrates sound knowledge and understanding of the political and social and economic impacts of one piece of technology Provides characteristics and features of one piece of technology and its impact on individuals and communities Use some examples	**3-4**
Demonstrates basic knowledge and understanding of the political and social and economic impacts of one piece of technology Sketches in general terms one piece of technology and its impact on individuals and communities Use of examples may be unclear or missing	**1-2**

3. Choose 2 of the following issues relating to information and communication technology. DESCRIBE them and OUTLINE how both can impact ONE area of an individual's wellbeing (SPEECS). (1/2 page) – 4 marks

CRITERIA	MARK
Provides characteristics and features of the ICT issue Sketches in general terms the impact on ONE area of wellbeing (this area can be different for each issue) Response is logical and cohesive Provides a range of examples	**3-4**
Sketches in general terms the ICT issue Identifies the impact on ONE area of wellbeing (this area can be different for each issue) Response may lack cohesion and 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.