



## Notice of Assessment Task - HSC CAFS Groups in Context

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| <b>Date of Assessment Notification:</b><br>Term 1, Week 5, Thursday 29th Feb 2024 | <b>Due date of Assessment Task:</b><br>Term 1, Week 7, Thursday 14th March 2024 - Period 2 |
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| <b>Task Number:</b> 2 | <b>Time Allowed:</b> 2 weeks |
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| <b>Total Marks:</b> 25 | <b>Weighting:</b> 25% |
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**Course/Topic/Module to be assessed:** Core 2: Groups in Context

This assessment task gives you an opportunity to understand the everyday difficulties and struggles that many people within the unique community group experience. Students are required to have an understanding of the definition and needs of the group, terminology, equity issues, community attitudes and organisations that advocate for the group.

**Task Description: In class - Stimulus and Exam Style Response Questions**

- This task is scheduled to be completed during a 1-hour Community and Family Studies lesson.
- Students will have 5 minutes of reading time/planning time and 55 minutes to provide written responses.
- Please note that the task may extend into the recess break to ensure students have ample time to complete their responses.
- Students will receive a stimulus related to the **category B group (homeless)**, which may take the form of an image, story, article, infographic, or graph.
- In responding to **five (5)** written questions, students will apply their knowledge and understanding of syllabus content to the stimulus.
- The objective is to address a problem associated with 'positive influences on community attitudes' and 'creating positive social environments'.

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| <b>Students learn about:</b>  | <b>Students learn to:</b>   |
| <i>positive influences on community attitudes</i> <ul style="list-style-type: none"> <li>• contributions the group makes within the community</li> </ul>  | <ul style="list-style-type: none"> <li>• explore ONE example of what each group has done to try to improve community attitudes, and assess the impact this has had on the wellbeing of the group</li> </ul>   |
| <b>Students learn about:</b>  | <b>Students learn to:</b>   |
| <b>creating positive social environments</b><br><i>addressing the groups' issues of concern</i> <ul style="list-style-type: none"> <li>• government policy and legislation</li> <li>• organisations within the community that support the group</li> <li>• equity issues</li> </ul> | <ul style="list-style-type: none"> <li>• examine government policy and legislation to determine its role in ensuring equity for each group</li> <li>• critically analyse the extent to which organisations within the community assist in satisfying the needs of each group</li> <li>• investigate a current inequity issue faced by each group and propose strategies to address the issue</li> </ul> |

**Outcomes to be assessed in this task:**

**H5.1** Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources.

**H2.2** evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

**H6.2** formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

**H3.3** critically analyses the role of policy and community structures in supporting diversity

**Feedback: How will I receive feedback on this task?**

Written

Verbal

Whole class

Individual

- *If you are absent on the day that the task is due, you MUST see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).*
- *Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.*
- *All appeals must be lodged within 48hrs of receipt of the task. Students who may consider an appeal are not permitted to take their task home. The original task cannot be altered in any way prior to the appeal process. See Assessment booklet for details.*

## Marking Criteria

### Outcomes:

**H5.1** Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources.

**H2.2** evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

**H6.2** formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

**H3.3** critically analyses the role of policy and community structures in supporting diversity

| Criteria   | Marks          |
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| <ul style="list-style-type: none"> <li>● Demonstrates an extensive understanding of the syllabus content that helps to solve the problem posed.</li> <li>● Shows the relationship between syllabus concepts and draws out a range of implications on the wellbeing of the group and the wider community.</li> <li>● Makes clear judgements through the application of knowledge.</li> <li>● Includes relevant examples that help to substantiate ideas.</li> <li>● Presents ideas in a clear and logical way.</li> </ul> | <b>21 - 25</b> |
| <ul style="list-style-type: none"> <li>● Demonstrates thorough knowledge of the syllabus content that helps to solve the problem posed.</li> <li>● Shows the relationship between syllabus concepts and draws out implications on wellbeing.</li> <li>● Makes judgements.</li> <li>● Includes example(s) that align with the information included.</li> <li>● Presents ideas in a clear and logical way.</li> </ul>  | <b>16 - 20</b> |
| <ul style="list-style-type: none"> <li>● Demonstrates sound relevant knowledge of the syllabus.</li> <li>● Attempts to demonstrate implications on wellbeing.</li> <li>● Makes judgements.</li> <li>● Includes example(s) that align with the information included.</li> <li>● Presents ideas in a clear and logical way.</li> </ul>   | <b>11 - 15</b> |
| <ul style="list-style-type: none"> <li>● Demonstrates basic knowledge of the syllabus.</li> <li>● May or may not show implications on wellbeing.</li> <li>● Includes limited or no examples.</li> </ul>  | <b>6 - 10</b>  |
| <ul style="list-style-type: none"> <li>● Elementary information.</li> <li>● Non-relevant information.</li> <li>● Non-submission of task</li> </ul>   | <b>0 - 5</b>   |