Faculty: PDHPE  Course: CAFS  Year: 12

Assessment Task: Assessment task 2 Groups in context

Assessment Weighting: 30%  Due: Term 1  Week 8 Date: 22nd March

Task Type: Hand in Task  In Class Task  Practical Task

Outcomes assessed (NESA)

H1.1 Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.2 Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H3.3 Critically analyses the role of policy and community structures in supporting diversity
H4.2 Communicates ideas, debates issues and justifies opinions.
H5.1 Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H6.2 Formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environment.

Task Description/Overview

In-class task during period 3 & 4 on Friday 22nd March in PLS2.

You will be given 50 minutes to answer THREE (3) extended response questions based on Focus Question 3:

Students answers will be assessed on how well you:

- Demonstrate knowledge and understanding of societal influences on wellbeing relevant to the question.
- Apply the skills of critical thinking and analysis.
- Communicate ideas and information using relevant examples.
- Present a cohesive and logical response.

Detailed Assessment Task Description

Students have been studying community groups that may have been experiencing inequities. They are required to RESEARCH the Category B groups studied and complete as outlined below;

- Homeless
- GLBTI

PART A- Description:

Students are to research information based around “Creating Positive Social Environments” from the syllabus. Within this research, student’s need to include the following information for BOTH Category B groups:
Addressing the groups’ issues of concern

Students need to describe:
- Equity issues (2 that affect each group)
- Investigate a current inequity issue faced by the group and propose strategies to address the issue

Positive influences on community attitudes

Students need to describe:
- Contributions the group makes within the community

Students need to:
- Explore ONE example of what the group has done to try to improve community attitudes, and assess the impact this has had on the wellbeing of the group (SPEECS)

Assessment Criteria

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<th>Grade</th>
<th>Description</th>
<th>Mark Range</th>
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| Outstanding (O) | • Provides a detailed and accurate investigation into a creating positive social environments.  
|               | • Integrates an extensive range of syllabus terms with relevant concepts.  
|               | • Provides accurate and relevant examples.                                    | 18-20      |
| High (H)     | • Provides an accurate investigation into creating positive social environments.  
|               | • Uses an extensive range of syllabus terms                                  | 14-17      |
|               | • Provides relevant examples                                                 |            |
| Sound (S)    | • Provides relevant and accurate information into creating positive social environments.  
|               | • Provides examples                                                          | 9-13       |
| Basic (B)    | • Provides a general outline of resource management concepts.                | 4-8        |
|               | • May provide examples                                                       |            |
| Limited (L)  | • Provides some relevant information that reflects social environments.      | 0-3        |

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:
- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes