



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: PDHPE Course: CAFS Year: 12

Assessment Task: Core 2-Groups in Context

Assessment Weighting: 20% Due: Term 1 Week 11 Date: Monday 3rd April Period 3

Task Type: Hand in Task In Class 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
H2.3	critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H3.1	analyses the sociocultural factors that lead to special needs of individuals in groups
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
Task Description/Overview	
Students will complete an in-class examination, with a variety of extended responses taking 50 minutes in total.	
Detailed Assessment Task Description	
IN CLASS TASK: Examination (20 marks)	
Students will answer questions under timed conditions that may be chosen from the following sections of the syllabus.	
They will have 50 minutes to complete the task in class. It will be on <u>CATEGORY A and B Groups</u>	
Students learn about:	Students learn to:
exploring the four specific groups within the community <ul style="list-style-type: none"> prevalence of each group within the community individual diversity within each group terminology used by the community to describe the group 	<ul style="list-style-type: none"> examine government policy and legislation to determine its role in ensuring equity for each group critically analyse the extent to which organisations within the community assist in satisfying the needs of each group investigate a current inequity issue faced by each group and propose strategies to address the issue

<p>issues of concern for the groups within the community</p> <p><i>satisfaction of needs</i></p> <ul style="list-style-type: none"> • specific needs of each group <ul style="list-style-type: none"> – adequate standard of living (food, clothing, shelter) – health – education – employment – safety and security – sense of identity 	<ul style="list-style-type: none"> • identify and prioritise the specific needs of each group • justify the TWO most significant needs for each group and discuss the implications if these are not met
<p><i>access to services</i></p> <ul style="list-style-type: none"> • types of services, eg financial support, transport, accommodation and housing, health care, counselling, education, employment, legal aid • factors affecting access to services <ul style="list-style-type: none"> – characteristics of individuals within the group, eg age, gender, level of education, culture, type of disability, first language spoken, socioeconomic status – resources, eg time, money, energy, knowledge – aspects of the service, eg opening hours, confidentiality, location, staffing 	<ul style="list-style-type: none"> • explore the factors that can affect each group's access to services by considering the following questions: <ul style="list-style-type: none"> – what types of services does each group require access to? – how do the characteristics of individuals within each group affect their access to services? – what resources are necessary to support each group's access to the service? – how available are the services within the community?

MARKING CRITERIAS

PART A IN CLASS TASK: Examination (20 marks)

Assessment Criteria		
Grade	Description	Mark Range
Outstanding (O)	- Displays extensive knowledge of addressing the issues of concern for the people with disability and youth groups within the community - Uses syllabus terminology - Responses reflect the key words from the question - Effectively communicates complex ideas and information. - Responses provides a wide range of relevant and accurate examples.	17-20
High (H)	- Displays thorough knowledge of addressing the issues of concern for the people with disability and youth groups within the community - Uses syllabus terminology - Responses reflect the key words from the question - Effectively communicates complex ideas and information. - Response provides a range of relevant and accurate examples.	14-16
Sound (S)	- Displays sound knowledge of addressing the issues of concern for the people with disability and youth groups within the community - May provide syllabus terminology - Responses reflect some of the key words from the question - Response provides example(s).	10-13
Basic (B)	- Displays basic knowledge of addressing the issues of concern for the people with disability and youth groups within the community - May provide syllabus terminology - Responses may reflect some of the key words from the question - Response may provide example(s).	6-9
Limited (L)	-Some relevant information is provided regarding the topic.	1-5

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