



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: PDHPE Course: Community and Family Studies Year: 12

Assessment Task: Core 2 - Groups in Context Research Task

Assessment Weighting: 20% Due: Term 2, Week 8 Date: 18/3/2024 PERIOD 6

Task Type: Hand in Task – CANVAS SUBMISSION Due 18/3/2024 by 8:25am In Class Task

Outcomes assessed (NESA)

- H2.2** evaluate strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3** Critically examines how individual's rights and responsibilities in various environments contribute to wellbeing
- H3.3** Critically analyses the role of policy and community structures in supporting diversity
- 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 environments

Task Description/Overview

This assessment task enables students to gain a detailed understanding of different groups in the community. Students critically analyse issues of concern for their chosen group and propose strategies to assist the group in achieving optimal wellbeing.

Detailed Assessment Task Description

You must prepare a **Fact Sheet** so that everyone in the Sydney Local Health Area is aware of why your chosen group is experiencing inequities at a local/state/national level.

Students are required to research Aboriginal and Torres Strait Islander Peoples as a group and provide a detailed explanation as to why they are a priority group in Australia. To assist in the development of your fact sheet you should address **ALL** the following criteria areas by including current information and/or statistics from reliable sources in relation to:

- Overview of the group (*prevalence, terminology and individual diversity within the group*)
- Government policy and legislation
- Organisations within the community that support the group
- Equity issues experienced by the group
- Contributions the group makes within the community
- Advocacy

For a total of **(15 Marks)**

Unseen questions will be answered IN CLASS in relation to TWO (2) of the following aspects relevant to Creating positive social environments **(20 Marks)**

Students will be given two (2) periods of class time to complete research for their fact sheet

A scaffold on what to include is provided below.

ASSESSMENT CRITERIA

CRITERIA	MARKS
<ul style="list-style-type: none"> ▪ Examines 2-3 government policies and legislation that relates to this group and makes a clear judgment about how they address equity issues. ▪ Critically analyses the extent to which an organisation within the community helps satisfy the needs of the group. ▪ Completes an in-depth investigation about ONE current inequity issue facing the group. ▪ Completes an in-depth investigation about ONE example of what the group has done to change community attitudes and how this has impacted their wellbeing. ▪ Clearly identifies a community organisation which advocates for this group and discusses the impact that this has on community attitudes towards the group. ▪ Uses a wide range of relevant examples from their research. ▪ Presents information in a clear and logical manner in the form of a fact sheet. 	13-15
<ul style="list-style-type: none"> ▪ Examines 1-2 government policies and legislation that ensure equity within the group. ▪ Analyses the extent to which an organisation within the community helps satisfy the needs of the group. ▪ Completes an investigation about ONE current inequity issue facing the group. ▪ Completes an investigation about ONE example of what the group has done to change community attitudes and how this has impacted their wellbeing. ▪ Identifies a community organisation which advocates for this group and describes the impact that this has on community attitudes towards the group. ▪ Uses a range of relevant examples from their research. ▪ Presents information in a logical manner in the form of a fact sheet. 	10-12
<ul style="list-style-type: none"> ▪ Outlines 1 government policies and legislation that ensure equity within the group. ▪ Identifies an organisation within the community which helps satisfy the needs of the group. ▪ Outlines ONE current inequity issue facing the group. ▪ Outlines ONE example of what the group has done to change community attitudes and how this has impacted their wellbeing. ▪ Outlines a community organisation which advocates for this group and outlines the impact that this has on community attitudes towards the group. ▪ Uses some relevant examples from their research. ▪ Presents information in a clear manner. 	7-9
<ul style="list-style-type: none"> ▪ Provides basic information about government policies and legislation that ensure equity within the group. ▪ Identifies low-level information in relation to an organisation within the community which helps satisfy the needs of the group. ▪ Identifies basic information in relation to what the group has done to change community attitudes and improve their wellbeing. ▪ Provides basic information about a community organisation which advocates for this group and/or outlines the impact that this has on community attitudes towards the group. ▪ Uses a limited number of relevant examples from their research. 	4-6
<ul style="list-style-type: none"> ▪ Provides limited information about government policies and legislation that ensure equity within the group. ▪ Identifies minimal information in relation to an organisation within the community which helps satisfy the needs of the group. ▪ Limited/unclear information in relation to what the group has done to change community attitudes and/or improve their wellbeing. <p style="text-align: center;"><u>AND/OR</u></p> <ul style="list-style-type: none"> ▪ Provides little/no relevant information about a community organisation which advocates for this group and/or outlines the impact that this has on community attitudes towards the group. ▪ Uses a limited number of relevant examples from their research. <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> ▪ Non-submission. 	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

SCAFFOLD

Overview of the group:

Give a brief overview of the group.

- Prevalence of the group within the community
- Individual diversity within each group
- Terminology used by the community to describe the group.

Write in full sentences.

Government policy and legislation

Provide 2-3 policies and/or legislation that relates to this group and make a clear judgment about how they address equity issues.

Identify the policy and/or legislation, then make a judgement (positive or negative impact) on how they address equity issues for the group.

Organisations within the community that support the group

Critically analyse the extent to which ONE (1) organisation assists in satisfying the needs of the group.

Choose an organisation that supports the group and critically analyse how they assist in satisfying the needs of the group. Speak about ALL relevant specific needs.

Equity issues

Investigate a current inequity issue faced by the group and its impact on the group.

Choose an inequity issue the group experiences, discuss it and explain how does it impact group and individual wellbeing?

Contributions the group makes within the community

Investigate one example of what the group has done to try and improve community attitudes and how this impacts their wellbeing.

Provide an example of what the group has done to try and improve community attitudes, then link to ALL relevant components of wellbeing.

Advocacy

Identify a community organisation which advocates for this group and describe the impact that this has on community attitudes towards the group. Include the following:

- Raising awareness within the community
- Educating the community
- Promoting the rights of the group.