



Boorowa Central School

Excellence through Respect, Responsibility and Participation

Assessment Task Notification

All tasks should be clearly outlined in the notice and give information pertaining to the nature of the task, the outcomes being assessed and the marking schedule giving individual component weightings.

Teacher: Willow Bridge	Course: CAFS
Task and Number: Presentation - 2	Task Weighting: 25%
Date Issued: 06/04/2020	Date Due: 1 st July 2020
Syllabus component: Groups in context	
Syllabus outcomes being assessed: 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 H3.3 critically analyses the role of policy and community structures in supporting diversity H4.1 justifies and applies appropriate research methodologies 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 environments.	
Description of task: Choose one group from each of the options below and build a presentation to answer the questions posed. Group 1: Youth OR People with disabilities Group 2: Gay, Lesbian, Bisexual, Transgender, Intersex communities OR Homeless People <ol style="list-style-type: none">1. Define the group2. What is the prevalence of the group within Australia?3. What determines whether an individual is part of the group?4. How might individuals vary within the group?5. What kind of positive and negative terminology does society use to describe each group?6. What impact this might have on individuals within the group?7. Justify the TWO most significant needs for each group and discuss the implications if these are not met8. Explore the factors that can affect each group's access to services by considering the following questions:<ol style="list-style-type: none">i. what types of services does each group require access to?ii. how do the characteristics of individuals within each group affect their access to services?iii. what resources are necessary to support each group's access to the service?iv. how available are the services within the community?9. Investigate a current inequity issue faced by each group and propose strategies to address the issue10. 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 group11. Outline how a community organisation advocates for each group and describe the positive influence it can have on community attitudes	
Submission of Task requirements: Presentation and notes for marking	

Note: If a student is absent for an assessment task or fails to submit a task when it is due, then a medical certificate or other acceptable explanation must be presented on the first day the student returns to school or a zero mark is awarded.



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Assessment Task - Marking Criteria

Standard of Performance	Mark / Grade
Research: The content of Group 1 was thoroughly researched and the finding made available for the teacher Research: The content of Group 1 was well researched and the finding made available for the teacher Research: The content of Group 1 was researched and the finding made available for the teacher Research: The content of Group 1 was somewhat researched and the finding were not made available for the teacher Research: The content of Group 1 was poorly researched and the finding were not made available for the teacher	/40
Research: The content of Group 2 was thoroughly researched and the finding made available for the teacher Research: The content of Group 2 was well researched and the finding made available for the teacher Research: The content of Group 2 was researched and the finding made available for the teacher Research: The content of Group 2 was somewhat researched and the finding were not made available for the teacher Research: The content of Group 2 was poorly researched and the finding were not made available for the teacher	/40
Presentation: The information was presented in a logical and interesting fashion Presentation: The information was presented in a logical fashion Presentation: The information was presented and made sense Presentation: The information was presented and made some sense Presentation: The information was presented and made little sense	/20
	Total Mark / Grade