



YEAR 12 COMMUNITY AND FAMILY STUDIES

GROUPS IN CONTEXT

Due Date: Tuesday 19th March 2019 Week 8 by 3:30pm to your classroom teacher.	Assessment Name: Groups in Context Research Task
Mark: /30	Weighting: 25 %

SYLLABUS OUTCOMES TO BE ASSESSED:

- H3.1 **Analyse** the sociocultural factors that lead to special needs of individuals in groups
- H3.2 **Evaluate** networks available to individuals, groups and families within communities
- H3.3 **Critically analyse** the role of policy and community structures in supporting diversity

DIRECTIVES TO BE ASSESSED:

- Analyse** - Identify components and the relationship between them; draw out and relate implications.
- Evaluate** - Make a judgement based on criteria; determine the value of.
- Critically Analyse** - Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate).

TASK DESCRIPTION:

For the group Gay, Lesbian, Bisexual, Transgender and Intersex (GLBTI) Communities, create an information brochure and include the following information:

Analyse the sociocultural factors that lead to special needs of individuals in groups by:

1. **Discussing** the prevalence of the group at a local/state/national level
2. **Investigating** individual diversity within the group.
3. **Discussing** the terminology used by the community to describe the group

Evaluate networks available to individuals, groups and families within communities by:

4. **Identifying** and **justifying** the two main needs for the group.
5. **Exploring** factors that affect access to resources for the group and the type of services they would access.

Critically analyse the role of policy and community structures in supporting diversity by:

6. **Examining** how government policies and organisations create a positive social environment for your chosen group.
7. **Exploring** one example of what the group has done to improve community attitudes
8. **Outlining** how community organisations have advocated for this group and the impact this has had on wellbeing.

Your information brochure should include subheadings, use 12pt font size and be a minimum of 4 pages.

ASSESSMENT CRITERIA – STUDENT CHECKLIST:

Have you included the following information (refer to the syllabus):

- 1. What is the prevalence of the group within Australia?
- 2. What determines whether an individual is part of the group?
- 2. How might individuals vary within the group?
- 3. Identify positive and negative terminology used by the community to describe the group?
- 3. Discuss the impact that positive and negative terminology may have on the group.
- 4. Identify and justify the TWO most significant needs for the group and discuss the implications if these are not met.
- 5. What type of services does the group require access to? (Eg. Financial support, transport, accommodation and housing, education, employment, counselling, healthcare legal aid)
- 5. How do characteristics of individuals within the group affect their access to services? (Age, gender, level of education, culture, type of disability, first language spoken, socioeconomic status).
- 5. What resources are necessary to support the group's access to services? (Time, money, energy, knowledge).
- 5. How available are the services within the community? (Aspects of the service – Opening hours, confidentiality, location, staffing).
- 6. Have you chosen FOUR pieces of legislation/policy?
- 6. Have you described each piece of legislation/policy in detail?
- 6. Have you critically analysed how organisations within the community assist in satisfying the needs of GLBTI (identified in question 4)?
- 6. Have you investigated ONE current issue faced by the group and proposed strategies to address the group?
- 7. Explore ONE example of what the group has done to improve community attitudes.
- 8. How do community organisations advocate (speak up for) for GLBTI? (Raising awareness in the community, educating the community, promoting the rights of the group)
- Have you included in-text referencing and a reference list?
- Have you submitted your task to your classroom teacher by the due date?

Marks	Exploring the group within the community (Question 1, 2, 3)
7 - 8	<ul style="list-style-type: none"> ▪ Clearly identifies and discusses the prevalence of the group at a local/state/national level ▪ Clearly identifies and discusses the individual diversity within the group ▪ Clearly identifies and discusses terminology used by the community to describe the group ▪ Makes a clear judgment about the impact on the group in relation to the diversity within and the terminology used to describe the group ▪ Uses a wide range of relevant examples from their research ▪ Accurately references all sources ▪ Presents information in a clear, engaging and logical manner in the form of a brochure
5 - 6	<ul style="list-style-type: none"> ▪ Identifies and provides discussion about the prevalence of the group at a local/state/national level ▪ Identifies and provides discussion about the individual diversity within the group ▪ Identifies and provides discussion about the terminology used by the community to describe the group ▪ Explains the impact on the group in relation to the diversity within and the terminology used to describe the group ▪ Uses a range of relevant examples from their research ▪ Accurately references most sources ▪ Presents information in a logical manner in the form of a brochure
3 - 4	<ul style="list-style-type: none"> ▪ Outlines the prevalence of the group at a local/state/national level ▪ Outlines the individual diversity within the group ▪ Outlines the terminology used by the community to describe the group ▪ Describes the impact on the group in relation to the diversity within and the terminology used to describe the group ▪ Uses some relevant examples from their research ▪ References some sources ▪ Presents information in a digital format
0 - 2	<ul style="list-style-type: none"> ▪ Identifies some relevant information in relation to the prevalence of the group at a local/state/national level ▪ Identifies some relevant information in relation to the individual diversity within the group ▪ Identifies some relevant information in relation to the terminology used by the community to describe the group ▪ Provides some relevant information about the impact on the group in relation to the diversity within and the terminology used to describe the group ▪ Uses a limited number of relevant examples from their research ▪ Limited referencing ▪ Presents the information

Marks	Issues of concern for the groups within the community (Question 4,5)
9 – 10	<ul style="list-style-type: none"> ▪ Clearly identifies and justifies the two most significant needs for this group ▪ Completes an in-depth investigation about the services required for the chosen group ▪ Completes an in-depth investigation about the accessibility of services for the chosen group ▪ Makes a clear judgment about the impact on the group when their needs are not met ▪ Makes a clear judgment about the services required and the impact on the group when they are unable to access these services ▪ Uses a wide range of relevant examples from their research ▪ Accurately references all sources ▪ Presents information in a clear, engaging and logical manner in the form of a brochure
6 - 8	<ul style="list-style-type: none"> ▪ Identifies and justifies the two most significant needs for this group ▪ Completes an investigation about the services required for the chosen group ▪ Completes an investigation about the accessibility of services for the chosen group ▪ Explains the impact on the group when their needs are not met ▪ Explains the services required and the impact on the group when they are unable to access these services ▪ Uses a range of relevant examples from their research ▪ Accurately references most sources ▪ Presents information in a logical manner in the form of a brochure
3 - 5	<ul style="list-style-type: none"> ▪ Outlines the two most significant needs for this group ▪ Outlines the services required for the chosen group ▪ Describes the impact on the group when their needs are not met ▪ Describes the services required and the impact on the group when they are unable to access these services ▪ Uses some relevant examples from their research ▪ References some sources ▪ Presents information in a digital format
0 - 2	<ul style="list-style-type: none"> ▪ Identifies some relevant information in relation to the needs for this group ▪ Identifies some relevant information in relation to the services required for the chosen group ▪ Provides some relevant information about the services required and the impact on the group when they are unable to access these services ▪ Uses a limited number of relevant examples from their research ▪ Limited referencing ▪ Presents information

Marks	Creating Positive social environments (Question 6,7,8)
10 - 12	<ul style="list-style-type: none"> ▪ Examines 4 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 organisations 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 ▪ Accurately references all sources ▪ Presents information in a clear, engaging and logical manner in the form of a brochure
7 - 9	<ul style="list-style-type: none"> ▪ Examines 3 government policies and legislation that ensure equity within the group ▪ Analyses the extent to which organisations 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 ▪ Accurately references most sources ▪ Presents information in a logical manner in the form of a brochure
4 - 6	<ul style="list-style-type: none"> ▪ Outlines 2 government policies and legislation that ensure equity within the group ▪ Identifies organisations 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 ▪ References some sources ▪ Presents information in a digital format
0 - 3	<ul style="list-style-type: none"> ▪ Provides some relevant information about government policies and legislation that ensure equity within the group ▪ Identifies some relevant information in relation to the organisations within the community which helps satisfy the needs of the group. ▪ Identifies some relevant information in relation to what the group has done to change community attitudes and improve their wellbeing ▪ Provides some relevant information about a community organisation which advocates for this group and outlines the impact that this has on community attitudes towards the group ▪ Uses a limited number of relevant examples from their research ▪ Limited referencing ▪ Presents information