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 Analyses the sociocultural factors that lead to special needs of individuals in groups
H3.2 Evaluates networks available to individuals, groups and families within communities
H3.3 Critically analyses the role of policy and community structures in supporting diversity

DIRECTIVES TO BE ASSESSED:
Analyze - 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:

Analyze 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?
3. 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?
   - 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? (E.g. Financial support, transport, accommodation ad housing, education, employment, counselling, healthcare legal aid)
   - 6. Have you chosen FOUR pieces of legislation/policy?
   - 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)
4. Have you included in-text referencing and a reference list?
5. Have you submitted your task to your classroom teacher by the due date?
<table>
<thead>
<tr>
<th>Marks</th>
<th>Exploring the group within the community (Question 1, 2, 3)</th>
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</table>
| 7 - 8 | ▪ 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 | ▪ 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 | ▪ 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 | ▪ 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 |
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<tr>
<th>Marks</th>
<th>Issues of concern for the groups within the community (Question 4,5)</th>
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| 9 – 10 | ▪ 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 | ▪ 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 | ▪ 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 | ▪ 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 |
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<th>Marks</th>
<th>Creating Positive social environments (Question 6,7,8)</th>
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| **10 - 12** | - 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** | - 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** | - 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** | - 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 |

Check your assessment booklet for the PHS Assessment Policy