



YEAR 12 COMMUNITY AND FAMILY STUDIES

GROUPS IN CONTEXT

Due Date: Friday 23rd March, 2018 Week 8 @ 3:20PM to Google Classroom or a hard copy to Mrs Roberts or email to Christine.roberts@det.nsw.edu.au	Assessment Name: Groups in Context Research
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Mark: /50	Weighting: 25 %
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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
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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
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TASK DESCRIPTION: For the group <u>Gay, Lesbian, Bisexual, Transgender and Intersex (GLBTI) Communities</u> , analyse the sociocultural factors leading to supporting the special needs of individuals in this group by completing the following tasks: 1. For TWO of the support networks listed, evaluate their effectiveness in supporting individuals and groups within the GLBTI through a profile of the network (20 marks) Support Networks: <ul style="list-style-type: none">- Australian Human Rights Commission- AIDS Council of NSW- Beyondblue- Gay and Lesbian Rights Lobby- Minus18- Coming Out Australia- Twenty10

2. **Critically analyse** the role of TWO government legislations/policies (from list below) by reflecting on how they support diversity and equity within GLBTI Communities (20 marks)

Policy/Legislation:

- Assisted Reproductive Technology Act 2007 (NSW)
- Same-Sex Relationships (Equal Treatment in Commonwealth Laws - General Law Reform) Act 2008 (Cth)
- Surrogacy Act 2010 (NSW)
- Relationships Register Act 2010 (NSW)
- Adoption Amendment (Same-Sex Couples) Bill 2010 (NSW)
- Sex Discrimination Amendment Act (Sexual Orientation, Gender Identity and Intersex Status) 2013 (Cth)
- Marriage Act 1961
- Marriage Amendment (Definitions and Religious Freedoms) Act 2017

3. **Analyse** sociocultural factors leading to a current inequity issue faced by GLBTI communities and **propose** a strategy to address the issue (10 marks)

Equity issues:

- Homophobia
- Bullying

MARKING GUIDELINES

Question 1 Guideline	Mark/Grade
<ul style="list-style-type: none"> - Outstanding evaluation of TWO support networks available to GLBTI Individuals in communities through a detailed profile of both networks including ALL of the following: detailed description of support network and the specific needs it focuses on, detailed description of strategies the support network uses to address equity issues and a thorough evaluation of the effectiveness of the network 	17-20
<ul style="list-style-type: none"> - Highly evaluates TWO support networks available to GLBTI Individuals in communities through a profile of both networks including ALL of the following: description of support network and the specific needs it focuses on, description of strategies the support network uses to address equity issues and an evaluation of the effectiveness of the network 	13-16
<ul style="list-style-type: none"> - Sound evaluation of TWO support networks available to GLBTI Individuals in communities through a profile of both networks including SOME of the following: description of support network and the specific needs it focuses on, description of strategies the support network uses to address equity issues and an evaluation of the effectiveness of the network <p>OR</p> <ul style="list-style-type: none"> - Highly evaluates ONE support networks available to GLBTI Individuals in communities through a profile of the network including ALL of the following: description of support network and the specific needs it focuses on, description of strategies the support network uses to address equity issues and an evaluation of the effectiveness of the network 	9-12
<ul style="list-style-type: none"> - Basic evaluation of support networks available to GLBTI Individuals in communities through a profile of ONE or TWO networks including the following: description of support network and/or the specific needs it focuses on, description of strategies the support network uses to address equity issues and/or an evaluation of the effectiveness of the network 	5-8
<ul style="list-style-type: none"> - Limited evaluation of support networks available to GLBTI Individuals in communities through a profile of ONE or TWO networks including the following: description of support network or the specific needs it focuses on or a description of strategies the support network uses to address equity issues or an evaluation of the effectiveness of the network 	1-4
<ul style="list-style-type: none"> - Section not attempted 	0

MARKING GUIDELINES

Question 2 Guideline	Mark/Grade
<ul style="list-style-type: none"> - Outstanding ability in critically analysing the role of TWO government legislations/policies in supporting diversity through the submission of a report that contains ALL of the following: a detailed description of both pieces of legislation and critically analyses both legislations in terms of supporting diversity and equity using detailed examples 	17-20
<ul style="list-style-type: none"> - High ability in critically analysing the role of TWO government legislations/policies in supporting diversity through the submission of a report that contains ALL of the following: a description of both pieces of legislation and analyses both legislations in terms of supporting diversity and equity using detailed examples 	13-16
<ul style="list-style-type: none"> - Sound ability in analysing the role of TWO government legislations/policies in supporting diversity through the submission of a report that contains SOME of the following: a description of both pieces of legislation and analyses both legislations in terms of supporting diversity and equity using examples <p>OR</p> <ul style="list-style-type: none"> - High ability in critically analysing the role of ONE government legislations/policies in supporting diversity through the submission of a report that contains ALL of the following: a description of both pieces of legislation and analyses both legislations in terms of supporting diversity and equity 	9-12
<ul style="list-style-type: none"> - Basic ability in analysing the role of ONE or TWO government legislations/policies in supporting diversity through the submission of a report that contains the following: description of legislation AND/OR analyses both legislations in terms of supporting diversity and equity 	5-8
<ul style="list-style-type: none"> - Limited ability in analysing the role of ONE or TWO government legislations/policies in supporting diversity 	1-4
<ul style="list-style-type: none"> - Section not attempted 	0

MARKING GUIDELINES

Question 3 Guideline	Mark/Grade
<ul style="list-style-type: none"> - Outstanding ability in analysing ONE sociocultural factor that lead to GLBTI having special needs by completing ALL of the following: detailed description of the inequity issue, detailed explanation of why the issue exists in society and a detailed proposal of a strategy to address the inequity issue 	9-10
<ul style="list-style-type: none"> - High ability in analysing ONE sociocultural factor that lead to GLBTI having special needs by completing ALL of the following: description of the inequity issue, explanation of why the issue exists in society and a proposal of a strategy to address the inequity issue 	7-8
<ul style="list-style-type: none"> - Sound ability in analysing ONE sociocultural factor that lead to GLBTI having special needs by completing SOME of the following: description of the inequity issue, explanation of why the issue exists in society and a proposal of a strategy to address the inequity issue 	5-6
<ul style="list-style-type: none"> - Basic ability in analysing ONE sociocultural factor that lead to GLBTI having special needs by completing ONE of the following: description of the inequity issue, explanation of why the issue exists in society and a proposal of a strategy to address the inequity issue 	3-4
<ul style="list-style-type: none"> - Limited ability in analysing ONE sociocultural factor that lead to GLBTI having special needs 	1-2
<ul style="list-style-type: none"> - Section not attempted 	0