

## PRELIMINARY CAFS - ASSESSMENT TASK NOTIFICATION

<b>ASSESSMENT TASK NO: 3</b>	<b>FACULTY: PDHPE</b>	<b>WEIGHTING: 30%</b>
<b>STUDENT NO:-</b>	<b>DATE DUE:</b> Part A and B- Week 8 - 5 <sup>th</sup> September 2017 (9.55am)	
<b>PRELIMINARY CORE:</b> Families and Communities	<b>TYPE OF TASK:</b> Research/Oral Presentation	<b>TEACHER:</b> Mrs Sleeman

### SUBMISSION INSTRUCTIONS

All assessment tasks are to be submitted on time at the commencement of the lesson. If a student is absent on the due date then it is the student's responsibility to get the assessment task to the teacher **ON THE DUE DATE**.

### OUTCOMES BEING ASSESSED

<b>P2.4</b>	Analyses the interrelationship between internal and external factors and their impact on family functioning.
<b>P3.1</b>	Explains the changing nature of families and communities in contemporary society.
<b>P4.1</b>	Utilizes research methodology appropriate to the study of social issues.
<b>P4.2</b>	Presents information in written, oral and graphic form.

### CONTEXT

As a result of completing this task, students will be able to prepare, conduct and analyse an interview of a family and present findings orally to the class.

### In order to do this task you need to:

- Select a family and conduct an interview with at least one member.
- Focus your interview questions on the **STRUCTURE OF THE FAMILY, ROLES INDIVIDUALS ADOPT WITHIN A FAMILY AND HOW TO MANAGE CHANGE IN FAMILIES** (syllabus)
- Present your findings as an ORAL presentation to the class.

### STUDENT CONFIRMATION

I certify that...

- The following assignment is all of my own work.
  - I have not copied any material from other sources
  - No one else (including tutors, parents or other family or friends) has completed the work for me.
  - I have provided a list of sources (bibliography) that I have used to help me to complete my assignment.
  - I have provided referencing throughout the assignment to indicate where I have quoted someone else's work.
- I have kept a copy of my work

Student to sign the class roll to confirm work is their own

# ASSESSMENT TASK SHEET

## TASK RUBIC/ ASSESSMENT CRITERIA

- The student provides a comprehensive and detailed list of questions for their interview. The student shows knowledge and application of the interview process.
- The student provides a comprehensive analysis (report) and draws conclusions of the structure of the family, roles individuals adopt within families and how the family manages change
- The student effectively interprets and communicates information obtained from an interview using graphic, tables, charts and written results.
- The student provides a demonstration of the features of an oral presentation giving details of the results of your research.

## TASK OUTLINE

### PART A \_\_\_\_/20

1. Prepare questions and organise an interview with a family. Conduct the interview. (The questions for your interview should be based around the focus question on the **family structure, the roles members of the family adopt within the family and how the family manages change- syllabus**)
2. Write a Report
  - a. Write a description of the **interview process**.
  - b. Present the results of your interview
    - (i) Write a TWO page (maximum- font 12 typed) report of your finding. You may use sub headings eg **family structure, the roles members of the family adopt within the family and how the family manages change**.
    - (ii) Write ONE paragraph (maximum-1/2 page) under the heading “**Conclusion**” and draw some conclusions from your findings.
  - c. **Appendix** includes the interview, graphs, tables, charts and written results that supports your report
  - d. **Bibliography** and correct referencing is compulsory

### PART B \_\_\_\_/5

1. Present a 2-3 minute oral presentation. Provide the results of your research and overall conclusion. **This part will be done in class after the due date, you will be advised of a time by your teacher**

**Note: Only 1 draft can be submitted to the teacher for marking prior to submission**

## MARKING

Marker: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**TOTAL:** Part A: \_\_\_\_\_ / 20  
Part B: \_\_\_\_\_ / 5  
TOTAL: \_\_\_\_\_ / 25

Feedback:

**PRELIMINARY CAFS - Marking Guidelines** Student Number:-.....

**Part A- 2A**

- The student demonstrates a comprehensive understanding of the **interview process**.
- Prepare questions and set up an interview with a family. Conduct the interview. The questions for your interview should be based around the family structure, the roles members of the family adopt within the family and how the family manages change

Marking Guidelines	Marks
<ul style="list-style-type: none"> <li>• Outstanding research, understanding and preparation of an interview focussing on the structure of the family, the roles individuals adopt within the family and how to manage change in families.</li> <li>• Demonstrates an outstanding understanding of the interview process and the information gathered from the interview was relevant.</li> <li>• Provides an interview that has a clear and logical format</li> <li>• All questions are reliable and well constructed</li> <li>• Provides appropriate methods for answering each question</li> </ul>	<b>5</b>
<ul style="list-style-type: none"> <li>• Thorough research, understanding and preparation of an interview focussing on the structure of the family, the roles individuals adopt within the family and how to manage change in families.</li> <li>• Demonstrates a thorough understanding of the interview process and the information gathered from the interview was relevant.</li> <li>• Provides an interview that has a clear and logical format</li> <li>• Most questions are reliable and well constructed</li> <li>• Provides appropriate methods for answering most questions</li> </ul>	<b>4</b>
<ul style="list-style-type: none"> <li>• Sound research, understanding and preparation of an interview focussing on the structure of the family, the roles individuals adopt within the family and how to manage change in families.</li> <li>• A sound understanding of the interview process and the information gathered from the interview was relevant.</li> <li>• Provides an interview that has a sound format</li> <li>• Some questions are well constructed</li> <li>• Provides a basic methods for answering questions</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>• Basic research, understanding and preparation of an interview focussing on the structure of the family, the roles individuals adopt within the family and how to manage change in families.</li> <li>• Provides the interview</li> <li>• Some questions are well constructed</li> <li>• Provides a basic method for answering questions</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• Limited research, understanding and preparation of an interview focussing on the structure of the family, the roles individuals adopt within the family and how to manage change in families.</li> <li>• Limited understanding of the interview process.</li> <li>• Provides an interview with questions</li> </ul>	<b>0-1</b>

**Part A - 2B & 2D**

- The student presents a comprehensive summary (**3 focus questions**) of the findings with a **conclusion**.
- Write a description of the interview process.
- Write a TWO page (maximum) report of your findings. You may use headings.
- Write ONE paragraph (maximum ½ page) under the heading “CONCLUSION” and draw some conclusions from your findings.

Marking guidelines	Marks
<ul style="list-style-type: none"> <li>• Effectively communicates information obtained from the interviews presenting an extensive written report.</li> <li>• Extensive links to the focus questions - family structure, roles individuals adopt within a family and how to manage change in families.</li> <li>• The report was concise and logical</li> <li>• Extensive summary of the findings in the conclusion</li> <li>• Excellent referencing, bibliography and use of appendix</li> </ul>	<b>9-10</b>
<ul style="list-style-type: none"> <li>• Effectively communicates information obtained from the interviews presenting a comprehensive written report.</li> <li>• Comprehensive links to the focus questions - family structure, roles individuals adopt within a family and how to manage change in families.</li> <li>• The report was concise and logical</li> <li>• A comprehensive summary of the findings in the conclusion</li> <li>• Excellent referencing, bibliography and use of appendix</li> </ul>	<b>7-8</b>
<ul style="list-style-type: none"> <li>• Effectively communicates information obtained from the interviews presenting a sound written report.</li> <li>• Substantial links to the focus questions - family structure, roles individuals adopt within a family and how to manage change in families.</li> <li>• The report that was concise and logical</li> <li>• Presents a substantial summary of the findings in the conclusion</li> <li>• Referencing, bibliography and use of appendix were used correctly</li> </ul>	<b>5-6</b>
<ul style="list-style-type: none"> <li>• Sufficiently communicates information obtained from the interviews presenting a basic written report.</li> <li>• Sufficient links to the focus questions - family structure, roles individuals adopt within a family and how to manage change in families.</li> <li>• Presents a basic summary of the findings in the conclusion</li> <li>• Bibliography was present</li> <li>• Referencing and appendix was present</li> </ul>	<b>3-4</b>
<ul style="list-style-type: none"> <li>• A limited written report and conclusion</li> <li>• Brief links to some of the focus questions - family structure, roles individuals adopt within a family and how to manage change in families.</li> <li>• Results are limited and are in question/answer format</li> <li>• Bibliography was limited</li> <li>• Referencing and appendix may or may not be present</li> </ul>	<b>1-2</b>

### Part A - 2C

- The student effectively interprets and communicates information obtained from an interview using **graphic, tables, charts and written results.**

Marking guidelines	Marks
<ul style="list-style-type: none"><li>Effectively interprets and communicates information obtained from an interview using graphs, tables, charts and written results</li><li>The results are presented in extensive detail and include a wide range of graphs, tables, charts and written results</li></ul>	<b>4-5</b>
<ul style="list-style-type: none"><li>Communicates main ideas obtained in an interview and presents information in a clear and logical way using graphs or other forms.</li><li>The results are sound but needed to include more detail and use a wider range</li></ul>	<b>2-3</b>
<ul style="list-style-type: none"><li>Communicates only limited ideas obtained in an interview failing to use appropriate form.</li><li>Results shows minimal links to the process of reporting results and relies on one format.</li></ul>	<b>0-1</b>

### Part B

- The student clearly demonstrates ALL the features of good oral communication (body language, voice clarity, tone, eye contact, use of visual aids).

- Present a 2-3 minute **oral presentation** giving details of the results of your research.

Marking guidelines	Marks
<ul style="list-style-type: none"><li>Oral presentation is of an extensive level.</li><li>Presents a superior oral presentation clearly demonstrating ALL features of good oral communication (eg body language, voice clarity, tone, eye contact, use of visual aids)</li></ul>	<b>4-5</b>
<ul style="list-style-type: none"><li>Oral presentation is of a substantial level.</li><li>Presents a satisfactory oral presentation demonstrating some features of good oral communication (eg body language, voice clarity, tone, eye contact, use of visual aids)</li></ul>	<b>2-3</b>
<ul style="list-style-type: none"><li>The student attempts an oral presentation but is only of an elementary standard</li><li>Presents a limited oral presentation demonstrating limited features of good oral communication (eg body language, voice clarity, tone, eye contact, use of visual aids)</li></ul>	<b>0-1</b>