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| **Year 12 Community and Family Studies****Assessment Task 2 2024** |

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| **TOPIC**: **Groups in Context** | **MARKS:** /25 |
| **SUBMISSION REQUIREMENTS:** Term 1, Week 6 Friday 8th March 2024 via CANVAS | **WEIGHTING:**  25% |
| **OUTCOMES TO BE ASSESSED:**H1.1 **Analyses** the effects 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 communitiesH3.3 **Critically analyse** the role of policy and community structures in supporting diversity H5.1 **Proposes** management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources |
| **DIRECTIONAL VERBS:****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)**Propose**- Put forward (for example appoint of view, idea, argument, suggestion) for consideration or action |
| **TASK DESCRIPTION:**Read the attached scenario *Max’s Story* attached and answer the following questions: 1. **Analyse** the effect that resource management is having on Max’s family wellbeing /5
2. Max finds he does not have enough time to commit to his study and family commitments. **Propose** and **evaluate** management strategies that will enable Max to satisfy his specific needs. /8
3. **Critically analyse the** community and government support (formal and informal) available to Max and his family. /12
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| **ASSESSMENT CRITERIA:**In your responses you are required to:* Use subject specific terminology
* Refer to the core concepts studied *in Resource Management* (preliminary) and *Groups In Context (*HSC).
* Include definitions for key concepts and include examples to support your information
* Research the community and government support available to assist Max’s family.
* The suggested word limit is:
* Question 1 – 300 words
* Question 2 – 500 words
* Question 3 – 750 words

**2023 Case Study – Mia’s Story (Categories: Youth, People with Disabilities)**Max is a 17-year-old Wiradjuri boy and is currently studying for his HSC in Cowra. He studies six 2-unit subjects including Advanced English, Advanced Maths, Chemistry, Biology, Modern Physics and PDHPE. Max has ambitions to go to university to study Medicine at Charles Sturt university, 1.5-hour drive from home. Max does not have his driver's licence with everything that has happened over the last 12 months. Max lives with his 8-year-old sister, 6- year- old brother and his single Mum, who was involved in a car accident (not at fault, comprehensively insured) and suffered a severe spinal cord injury. As a result, Mum is a paraplegic (cannot use or feel her legs) and is wheelchair bound. Mum is currently unemployed due to her job becoming unsuitable and due to the time, she needs for her daily therapies and rehabilitation. Mum is going through the process of accessing NDIS support, but finances are very tight, and the family are living off their savings.Max’s family are looking to sell their home and buy one with a more open plan so that her mother can move around more freely. Max has grandparents that live in Cowra. Max tries to assist his family with tasks at home, including cooking, cleaning, laundry, as well as assisting his mother where required. Max and his younger siblings walk down the street for Oz tag training and games. He worries that he doesn’t have enough time to focus on his studies. |
|  **GROUPS IN CONTEXT ASSESSMENT MARKING CRITERIA**

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| **QUESTION 1**H1.1 **Analyses** the effects of resource management on the wellbeing of individuals, groups, families and communities. | **Mark** | **Grade** |
| Outstanding **analysis** of the effects of resource management on wellbeing, which includes:* *A comprehensive range of human and non-human resources*
* *An exemplary* ***analysis*** *that explores how the management of those resources effect different types of wellbeing.*
* *Subject-specific terminology as well as clear examples that reinforce the understanding of key concepts.*
 | 5 | A |
| Thorough **analysis** of the effects of resource management on wellbeing, which includes:* *A range of human and non-human resources,*
* *A detailed* ***analysis*** *that explores how the management of those resources effect different types of wellbeing.*
* *Subject-specific terminology and examples that reinforce the understanding of key concepts.*
 | 4 | B |
| Sound **analysis** of the effects of resource management on wellbeing which includes:* *Some resources*
* *An* ***analysis*** *reflecting how resources can link to wellbeing.*
* *Subject-specific terminology may be used, as well as some relevant examples.*
 | 3 | C |
| Basic **analysis** of the effects of resource management on wellbeing.* *Some resources may or may not identified, and some types of wellbeing referenced.*
* *Many aspects of the response are incomplete or lacking in depth.*
 | 2 | D |
| Limited **analysis** of the effects of resource management on wellbeing. * *Resources may or may not be identified, may or may not include a reference to wellbeing. Many aspects of the response are incomplete and lacking in depth.*
 | 1 | E |

**GROUPS IN CONTEXT ASSESSMENT MARKING CRITERIA**

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| **QUESTION 2**H2.2 **Evaluates** strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communitiesH5.1 **Proposes** management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources | **Mark** | **Grade** |
| An outstanding **proposal** and **evaluation** of management strategies to support Max’s specific needs, including:* *An extensive range of specific, detailed, and relevant management strategies are* ***proposed***
* *An exemplary* ***evaluation*** *of the effectiveness of each strategy in meeting individual specific needs*
 | 8 | A |
| A thorough **proposal** and **evaluation** of management strategies to support Max’s specific needs, including:* *A thorough range of relevant management strategies are* ***proposed***
* *A thorough* ***evaluation*** *of the effectiveness of each strategy in meeting individual specific needs*
 | 6 - 7 | B |
| A sound **proposal** and **evaluation** of management strategies to support Max’s specific needs, including:* A range of relevant management strategies are **proposed**
* A sound **evaluation** of the effectiveness of each strategy in meeting individual specific needs
 | 4 - 5 | C |
| A basic **proposal** and **evaluation** of management strategies to support Max’s specific needs, which may or may not include:* *Some management strategies* ***proposed****.*
* *A basic evaluation including some information about specific needs*

*Some aspects are incomplete or lack detail.* | 2 - 3 | D |
| A limited **proposal** and **evaluation** of management strategies to support Max’s specific needs, Max’s specific needs, which may or may not include:* *Some generic management strategies* ***proposed***
* *Some information about specific needs*

*Some aspects are incomplete or lack detail.* | 1  | E |

**GROUPS IN CONTEXT ASSESSMENT MARKING CRITERIA**

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| **QUESTION 3**H3.3 **Critically analyse** the role of policy and community structures in supporting diversity  | **Mark** | **Grade** |
| Outstanding **critical analysis** of the support available to Max and his family, including:* *A clear understanding of which “groups in context” are demonstrated in the case study.*
* *An* ***critical analysis*** *of the community and government supports available to assist those groups and specifically, Max’s family.*
 | 10 – 12 | A |
| Thorough **analysis** of the support available to Max and his family.* *A clear understanding of which “groups in context” are demonstrated in the case study.*
* *An thorough* ***analysis*** *of the community and government supports available to assist those groups and specifically, Max’s family.*
 | 7 - 9 | B |
| Sound **analysis** of the support available to Max and his family.* *An understanding of which “groups in context” are relevant to the case study.*
* *Sound* ***analysis*** *of the community and government supports available to assist Max’s family.*
 | 5 – 6 | C |
| Basic **analysis** of the support available to Max and his family.* *Some “groups in context” relevant to the case study may or may not identified.*
* *Some understanding demonstrated of the services available to assist Mia’s family. Some of the response may be incomplete or lack depth/detail.*
 | 3 – 4 | D |
| Limited **analysis** of the support available to Max and his family.* *A group in context relevant to the case study may or may not be identified.*
* *Minimal understanding demonstrated of the support available to assist Max’s family*

*Most of the response is incomplete or lack depth/detail.* | 1 – 2 | E |

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