



## Year 12 Community and Family Studies Groups In Context Assessment Task 2025

TOPIC: Groups In Context	MARKS: /25	
SUBMISSION REQUIREMENTS: Term 1, Week 6 Thursday 6 <sup>th</sup> March 2025 via CANVAS	WEIGHTING:  <b>25%</b>	COMPONENTS: KNOWLEDGE & UNDERSTANDING  SKILLS IN CRITICAL THINKING, RESEARCH METHODOLOGY, ANALYSING & COMMUNICATING

### TASK DESCRIPTION:

Read the attached scenario *Sarah's Story* attached and answer the following questions:

1. **Analyse** the effect that resource management is having on Sarah's family wellbeing. (5 marks)
2. Sarah finds he does not have enough time to commit to her study and family commitments. **Propose** and **evaluate** management strategies that will enable Sarah to satisfy her specific needs. (8 marks)
3. **Critically analyse the** community and government support (formal and informal) available to Sarah and her family. (12 marks)

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 Sarah's family.
- The suggested word limit is:
  - Question 1 – 300 words
  - Question 2 – 500 words
  - Question 3 – 750 words

Use the ALARM scaffolds on CANVAS to help you build your responses.

## 2025 Case Study – Sarah’s Story

### (Categories: Youth, People with Disabilities & Rural and Remote Communities)

Sarah is a 16-year-old girl living in a rural town called Mudgee in NSW. She is currently in Year 11 and hopes to pursue a career in social work to support vulnerable people in her community. She is studying Standard English, General Mathematics, Community and Family Studies, Business Studies, and Biology.

Sarah’s younger brother, Jack, is 14 years old and was diagnosed with cerebral palsy at a young age. He requires regular physiotherapy and specialist appointments, which are only available in a larger regional town over two hours away. Their parents take turns making the long drive, often requiring time off work. The family is reliant on the NDIS for Jack’s therapies and mobility equipment, but the application and approval process can be slow. Sarah's family runs a small cattle farm, and her parents work tirelessly to manage the property while also ensuring Jack receives the care he needs. The prolonged drought and increasing costs of farming have placed financial strain on the family, making it difficult to afford extra support services. Sarah often helps with farm work, caring for animals, and assisting Jack with his schoolwork and daily routines.

Despite her passion for social work, Sarah worries about leaving home after high school. She wants to study at a university in a regional city, but the nearest one is over four hours away. Without public transport options, she will need to move away, which makes her feel guilty about leaving her family, especially Jack.

Sarah also plays netball and enjoys spending time with her friends, but with school, farm duties, and family responsibilities, she often struggles to balance everything. She is determined to succeed but sometimes feels overwhelmed by the pressures of school, family, and rural life.

#### 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 communities

H3.3 **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

## GROUPS IN CONTEXT ASSESSMENT MARKING CRITERIA

<b>QUESTION 1</b>	<b>Mark</b>	<b>Grade</b>
H1.1 <b>Analyses</b> the effects of resource management on the wellbeing of individuals, groups, families and communities.		
<p>Outstanding <b>analysis</b> of the effects of resource management on wellbeing, which includes:</p> <ul style="list-style-type: none"> <li>- <i>A comprehensive range of human and non-human resources.</i></li> <li>- <i>An exemplary <b>analysis</b> that explores how the management of those resources effect different types of wellbeing.</i></li> <li>- <i>Subject-specific terminology as well as clear examples that reinforce the understanding of key concepts.</i></li> </ul>	5	A
<p>Thorough <b>analysis</b> of the effects of resource management on wellbeing, which includes:</p> <ul style="list-style-type: none"> <li>- <i>A range of human and non-human resources.</i></li> <li>- <i>A detailed <b>analysis</b> that explores how the management of those resources effect different types of wellbeing.</i></li> <li>- <i>Subject-specific terminology and examples that reinforce the understanding of key concepts.</i></li> </ul>	4	B
<p>Sound <b>analysis</b> of the effects of resource management on wellbeing which includes:</p> <ul style="list-style-type: none"> <li>- <i>Some resources</i></li> <li>- <i>An <b>analysis</b> reflecting how resources can link to wellbeing.</i></li> <li>- <i>Subject-specific terminology may be used, as well as some relevant examples.</i></li> </ul>	3	C
<p>Basic <b>analysis</b> of the effects of resource management on wellbeing.</p> <ul style="list-style-type: none"> <li>- <i>Some resources may or may not identified, and some types of wellbeing referenced.</i></li> <li>- <i>Many aspects of the response are incomplete or lacking in depth.</i></li> </ul>	2	D
<p>Limited <b>analysis</b> of the effects of resource management on wellbeing.</p> <ul style="list-style-type: none"> <li>- <i>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.</i></li> </ul>	1	E

## GROUPS IN CONTEXT ASSESSMENT MARKING CRITERIA

<b>QUESTION 2</b>	<b>Mark</b>	<b>Grade</b>
<p>H2.2 <b>Evaluates</b> strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities</p> <p>H5.1 <b>Proposes</b> management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources</p>		
<p>An outstanding <b>proposal</b> and <b>evaluation</b> of management strategies to support Sarah’s specific needs, including:</p> <ul style="list-style-type: none"> <li>- <i>An extensive range of specific, detailed, and relevant management strategies are <b>proposed</b></i></li> <li>- <i>An exemplary <b>evaluation</b> of the effectiveness of each strategy in meeting individual specific needs</i></li> </ul>	8	A
<p>A thorough <b>proposal</b> and <b>evaluation</b> of management strategies to support Sarah’s specific needs, including:</p> <ul style="list-style-type: none"> <li>- <i>A thorough range of relevant management strategies are <b>proposed</b></i></li> <li>- <i>A thorough <b>evaluation</b> of the effectiveness of each strategy in meeting individual specific needs</i></li> </ul>	6 - 7	B
<p>A sound <b>proposal</b> and <b>evaluation</b> of management strategies to support Sarah’s specific needs, including:</p> <ul style="list-style-type: none"> <li>- <i>A range of relevant management strategies are <b>proposed</b></i></li> <li>- <i>A sound <b>evaluation</b> of the effectiveness of each strategy in meeting individual specific needs</i></li> </ul>	4 - 5	C
<p>A basic <b>proposal</b> and <b>evaluation</b> of management strategies to support Sarah’s specific needs, which may or may not include:</p> <ul style="list-style-type: none"> <li>- <i>Some management strategies <b>proposed</b>.</i></li> <li>- <i>A basic evaluation including some information about specific needs</i></li> </ul> <p><i>Some aspects are incomplete or lack detail.</i></p>	2 - 3	D
<p>A limited <b>proposal</b> and <b>evaluation</b> of management strategies to support Sarah’s specific needs, Sarah’s specific needs, which may or may not include:</p> <ul style="list-style-type: none"> <li>- <i>Some generic management strategies <b>proposed</b></i></li> <li>- <i>Some information about specific needs</i></li> </ul> <p><i>Some aspects are incomplete or lack detail.</i></p>	1	E

