

Responding to Life's Challenges

Due Date: Term 4

Date Distributed:

Task Weighting: 18%

Outcomes

- 5.2- A student evaluates their capacity to reflect on and respond positively to challenges.
- 5.16- A student predicts potential problems and develops, justifies and evaluates solutions

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

This task focuses on the “Responding to Life’s Challenges” unit of study which has been developed based on the “Self and Relationships” strand of the Stage 5 PDHPE syllabus. It focuses specifically on the content area of “Strengthening Resiliency” and “Challenges and Opportunities”

2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

This assessment task enables students to explore a case study of a significant high profile person, who has had to overcome significant hardship in order to achieve their success. Young people face many challenges in their day-to-day lives and learning how to overcome these barriers is vital to lifelong happiness and success in their chosen path. This task will assist in developing these skills through learning from those who have demonstrated a high degree of resilience in their lives. Furthermore, students will apply the practical skills required to write a resume that will assist them when applying for jobs in the future.

3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

Task Outline

PART A- Resilience Case Studies (30 marks)

1. Students are required to research the personal background and history of **TWO** high profile public figures:
2. After research, students must provide responses to the following questions (for EACH person they have selected):
 - a) **Identify** the person you have chosen and briefly **outline** their accomplishments (2 marks)
 - b) **Describe** the challenges this person has faced in their life (3 marks)
 - c) **Explain** the personal characteristics, skills and strategies that this person could have used to overcome these obstacles (6 marks)
 - d) **Discuss** what you can learn from this person and how you can apply this in your own life (4 marks)

PART B- Creating a Resume (20 Marks)

1. Choose an online job advertisement that interests you and/or is relevant to your desired career path
Recommended sites:
www.seek.com , <https://www.careerone.com.au/> , www.sportspeople.com.au
2. Describe the skills, experience, qualifications and other requirements stated on the job advertisement
3. Prepare an application. This should include a cover letter and your résumé. Start with your resume.
4. As a minimum, your resume should include:
 - a) Personal details (i.e. name, address, phone, email)
 - b) Education and professional qualifications/memberships
 - c) Employment history (including work experience, volunteer work, etc.)
 - d) Work related references

Details for Submission

Students will be required to submit a hard copy of their assessment task to their teacher by the due date and upload their assignment to Moodle under the “Assessment Tasks” section

4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

PART A- Resilience Case Studies (30 Marks)

<u>PERSON A</u>	
a) Identify the person you have chosen and briefly outline their accomplishments (2 marks)	
Names the person and provides at least two key points about what that they have achieved	2 marks
Names the person and references one point about what they have achieved	1 mark
b) Describe the challenges this person has faced in their life (3 marks)	
Provides a detailed description of at least TWO challenges faced by their chosen person	3 marks
Identifies TWO challenges the person has faced OR Provides a sufficient description on ONE challenge encountered	2 marks
Identifies ONE challenge the person has faced	1 mark
c) Explain the personal characteristics, skills and strategies that this person could have used to overcome these obstacles (6 marks)	
Describes at least THREE personal characteristics, skills and/or strategies that can be utilised	5-6 marks

Establishes a clear link between these characteristics/skills/strategies and this can assist with overcoming adversity	
Describes at least TWO personal characteristics, skills and/or strategies that can be utilised Makes an attempt at showing how the characteristics/skills/strategies can assist with overcoming adversity	3-4 marks
Outlines ONE personal characteristic, skill or strategy that can be utilised Very minimal link to the relationship between this characteristic/skill/strategy and overcoming adversity	1-2marks
d) Discuss what you can learn from this person and how you can apply this in your own life (4 marks)	
Provides at least TWO points of learning from the chosen person Explains how both of these points of learning can have an impact on one's own life	3-4 marks
Provides ONE point of learning from the chosen person Sketches in general terms how this point of learning can impact on one's own life	1-2 marks
PERSON A MARKS	/15

PERSON B

e) Identify the person you have chosen and briefly outline their accomplishments (2 marks)	
Names the person and provides at least two key points about what that they have achieved	2 marks
Names the person and references one point about what they have achieved	2 mark
f) Describe the challenges this person has faced in their life (3 marks)	
Provides a detailed description of at least TWO challenges faced by their chosen person	3 marks
Identifies TWO challenges the person has faced OR Provides a sufficient description on ONE challenge encountered	2 marks
Identifies ONE challenge the person has faced	1 mark
g) Explain the personal characteristics, skills and strategies that this person could have used to overcome these obstacles (6 marks)	
Describes at least THREE personal characteristics, skills and/or strategies that can be utilised	5-6 marks

Establishes a clear link between these characteristics/skills/strategies and this can assist with overcoming adversity	
Describes at least TWO personal characteristics, skills and/or strategies that can be utilised Makes an attempt at showing how the characteristics/skills/strategies can assist with overcoming adversity	3-4 marks
Outlines ONE personal characteristic, skill or strategy that can be utilised Very minimal link to the relationship between this characteristic/skill/strategy and overcoming adversity	1-3marks
h) Discuss what you can learn from this person and how you can apply this in your own life (4 marks)	
Provides at least TWO points of learning from the chosen person Explains how both of these points of learning can have an impact on one's own life	3-4 marks
Provides ONE point of learning from the chosen person Sketches in general terms how this point of learning can impact on one's own life	1-2 marks
PERSON B MARKS	/15
PART A MARKS (PERSON A /15 + PERSON B /15)	/30

PART B- Creating a Resume (20 Marks)

<ul style="list-style-type: none"> • Extensive resume that includes exceptional detail, including personal details, education and professional qualifications/memberships, employment history and references • Very well presented and professional resume with appropriate font, font size and formatting • Demonstrates a very high level of competency in writing a cover letter that explicitly addresses specific criteria contained in the job advertisement 	17-20
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<ul style="list-style-type: none"> • Extensive description of the skills, experience, qualifications and other requirements stated on the job advertisement 	
<ul style="list-style-type: none"> • Thorough resume that includes a significant amount of the detail required, including personal details, education and professional qualifications/memberships, employment history and references • Well presented resume with appropriate font, font size and formatting • Demonstrates a high competency level in writing a cover letter that makes reference to specific selection criteria contained in the job advertisement • Thorough description of the skills, experience, qualifications and other requirements stated on the job advertisement 	13-16
<ul style="list-style-type: none"> • Sound resume that includes most of the detail required, including personal details, education and professional qualifications/memberships, employment history and references • Sufficiently presented resume with appropriate, font, font size and/or formatting • Demonstrates an adequate level of competency in cover letter writing, that makes some links to specific selection criteria contained in the job advertisement • Sound description of the skills, experience, qualifications and other requirements stated on the job advertisement 	9-12
<ul style="list-style-type: none"> • Basic resume that includes some of the detail required, including personal details, education and professional qualifications/memberships, employment history and references • Minimal evidence of a presentable resume with less than appropriate font, font size and formatting • Demonstrates a limited level of competency in cover letter writing, that attempts to make links to specific selection criteria contained in the job advertisement • Briefly outlines the skills, experience, qualifications and other requirements stated on the job advertisement 	4-6
<ul style="list-style-type: none"> • Elementary resume that includes very minimal detail on personal details, education and professional qualifications/memberships, employment history and references • Poorly presented resume with inappropriate font, font size and formatting • Demonstrates a very limited level of competency in cover letter writing, with little to no evidence of an attempt to reference selection criteria contained in the job advertisement • Makes minimal reference to the skills, experience, qualifications and other requirements stated on the job advertisement 	1-3
PART B MARKS	/20

COMMUNICATION/LITERACY (5 MARKS)

LITERACY MARKING CRITERIA	Descriptors				
	0	0.25	0.50	0.75	1
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical words are used.	- Some precise and technical words are used.	- Sustained use of precise and technical words.	-Sustained, consistent and fluent use of precise and technical words.
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
Text Structure Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.

COMMUNICATION/LITERACY MARKS	/4
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TOTAL MARKS (PART A /30 + PART B /20 + LITERACY /4)	/54
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