

Groups in Context – Task 2

Due Date: 12th March, 2020

Date Distributed: 25th February, 2020

Task Weighting: 25%

Outcomes

- H2.3** – critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1** – analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.3** – critically analyses the role of policy and community structures in supporting diversity
- H3.4** - critically evaluates the impact of social, legal & technological change on individuals, groups, families & communities
- H4.2** - communicates ideas, debates issues and justifies opinions
- H5.1** – proposes management strategies to enable individuals and groups to satisfy their specific needs and ensure equitable access

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

This task requires you to apply your detailed understanding of HSC Core – Groups in Context

- This task specifically focuses on the HSC Core – Groups in Context – People with Disabilities, Youth and LGBTQI+
- This task allows students to demonstrate their knowledge and understanding of the various factors that impact wellbeing on individuals

2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

- It will be used by you and your teacher to assess your knowledge and understanding of the course outcomes and allow you to refine your skills in preparation for the HSC examination.
- It will allow students to gain feedback on areas of strength and areas on which to improve.

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

Task Outline

In this core students' have studied four groups within society with specific needs. Students look at each group, how defining their needs, creating opportunities for access to resources and skills in resource management increases their potential to achieve wellbeing.

QUESTION 1 (4 marks):

Students are to research the uses of positive and negative terminology regarding People with a Disability, and, recognise the impact of using such terminology on individuals within the group.

QUESTION 2 (6 marks):

Students are to research factors affecting access to services for the Group: Youth and explain how resources influence an individual's ability to access services.

QUESTION 3 (10 marks):

Research a community group

Students are to research the LGBTQI+ community group. Some of this research is to be completed in class. The research must include the syllabus dot point:

- Creating positive social environments
 - Addressing the groups' issues of concern
 - Positive influences on community attitudes

Students are encouraged to refer to the syllabus for more refined detail, class notes, Nelson CAFS textbook.

Details for Submission

In-class students will complete questions relating to the topics researched (50 minutes)

In class written task – Thursday 12th March, 2020 – Period 4.

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

Question 1: Propose strategies to assist parents and carers in managing their multiple commitments. Include relevant examples. (6 marks)

Criteria	Marks	
<ul style="list-style-type: none"> Provides detailed information about the ways parents and carers can manage their multiple commitments Provides a clear link between the strategies and how they help parents and carers to manage their multiple commitments Provides relevant examples 	6	
<ul style="list-style-type: none"> Provides information about the ways parents and carers can manage their multiple commitments Provides a link between the strategies and how they help parents and carers to manage their multiple commitments Provides examples 	4-5	
<ul style="list-style-type: none"> Provides some information about how parents and/or carers can manage their multiple commitments Provides an example(s) 	2-3	
<ul style="list-style-type: none"> Provides one relevant point about parents and/or carers and/or multiple commitments 	1	
<ul style="list-style-type: none"> Makes a reasonable attempt at draft submission. Approximately ½ to 1 page in length Applies the skills of critically thinking and proposing strategies Illustrates answers with relevant examples Presents ideas in a clear and logical way 	0	0.5

Question 2: Analyse the impact of legal rights on the wellbeing of children, in relation to health and medical decisions. Include relevant examples. (6 marks)

Criteria	Marks	
<ul style="list-style-type: none"> Provides detailed information about the legal rights of children in relation to health and medical decisions Provides the positive and negative impacts on the wellbeing of children in relation to their legal rights regarding their health and medical decisions Provides relevant examples 	6	
<ul style="list-style-type: none"> Provides information about the legal rights of children in relation to health and medical decisions Provides links to the wellbeing of children in relation to their legal rights regarding their health and medical decisions Provides examples 	4-5	
<ul style="list-style-type: none"> Provides some information about the legal rights of children in relation to health and medical decisions Provides an example(s) 	2-3	
<ul style="list-style-type: none"> Provides one relevant point about the legal rights of children in relation to health and medical decisions 	1	
<ul style="list-style-type: none"> Makes a reasonable attempt at draft submission. Approximately ½ to 1 page in length Applies the skills of critically thinking and analysis Illustrates answers with relevant examples Presents ideas in a clear and logical way 	0	0.5

Question 3: Assess the impact that an indulgent parenting style can have on the roles of parents and carers. Include relevant examples. (6.5 marks)

Criteria	Marks	
<ul style="list-style-type: none"> Provides accurate and detailed information about indulgent parenting and caring styles can have on the roles of parents and carers. Provides a clear links between an indulgent parenting style and caring style and how it affects their ability to fulfil the roles of parents and carers. Provides relevant examples 	6	
<ul style="list-style-type: none"> Provides information about indulgent parenting and caring styles and the roles of parents and carers. Provides a link(s) between indulgent parenting and caring style and how it affects their ability to fulfil the roles of parents and carers Provides examples 	4-5	
<ul style="list-style-type: none"> Provides some information about indulgent parenting and caring styles and/or the roles of parents and carers Provides an example(s) 	2-3	
<ul style="list-style-type: none"> Provides one point about indulgent parenting and caring styles or the roles of parents and carers 	1	
<ul style="list-style-type: none"> Makes a reasonable attempt at draft submission. Approximately ½ to 1 page in length Applies the skills of critically thinking and making a judgement Illustrates answers with relevant examples Presents ideas in a clear and logical way 	0	0.5

Question 4: Considering current research data, examine the reasons for primary carers taking on the role. (6.5 marks)

Criteria	Marks	
<ul style="list-style-type: none"> Provides a detailed investigation of the reasons for primary carers taking on the role Provides a clear link between current research data and the reasons for primary carers take on the role 	6	
<ul style="list-style-type: none"> Provides an investigation of the reasons for primary carers taking on the role Attempts to provide a clear link between current research data and the reasons for primary carers take on the role 	4-5	
<ul style="list-style-type: none"> Provides information about the reasons for primary carers taking on the role 	2-3	
<ul style="list-style-type: none"> Provides some information about primary carers 	1	
<ul style="list-style-type: none"> Makes a reasonable attempt at draft submission. Approximately ½ to 1 page in length Applies the skills of critically thinking Illustrates answers with relevant examples Presents ideas in a clear and logical way 	0	0.5

