Year 11, Community and Family Studies

Task 1: Resource Management

Due Date: 12th March 2021 (Period 2)

Gymea Technology
High School
INSPIRE. LEARN. SUCCEED.

Task Distributed: 11/02/21

Unit: Resource Management

Task Type: Case Study Analysis

Task Weighting: 30%

Outcomes: P1.1, P1.2, P3.2, P4.2, P5.1, P6.1

Task Description

Students are required to read "Zach's Story," which relates to wellbeing and resource management and answer questions to demonstrate their knowledge and understanding.

1. Read Zach's Story.

> Zach is 17 years old and starting Year 12 at his local high school in Dubbo. He studies six 2 unit subjects including Maths, Physics, Biology, English, PDHPE and Drama.
>
> Zach lives with his mum and his two brothers, aged 8 and 13 years old. His dad died 3 years ago from a heart attack. His mother's parents live in Dubbo also.
>
> When Zach was 12 years old, his family spent a year living in Africa, while his parents worked as volunteers abroad.
>
> Zach and his family live on a property that is a one hour bus trip from school, so they must leave home at 7:30am and get back from school at 4:30pm. Zach works on the family property in the afternoons and each Saturday. This is required to help his family keep the property that has been in the family for 3 generations and it helps him to earn money to buy a second hand car for when he goes to University next year.
>
> Zach is also expected to help prepare the family meals and do some housework, as his mother works long hours as a doctor in town. However, she also employs a housekeeper (1 day a week) and an ironing lady.
>
> Zach feels that he should play a responsible role in the care of his two younger brothers and provide them with a positive male role model.

Using the information from the story, work completed in class and resources that may assist, students are required to complete the following questions:

a) **Outline** the factors that may affect Zach's wellbeing. (3 Marks)

b) **Describe** ONE specific need for Zach and **explain** how goal setting can contribute to the satisfaction of that need. (5 Marks)

c) **Analyse** how age, gender and socioeconomic status may influence Zach's wellbeing due to the availability of and access to resources for Zach. (7 Marks)

d) As his exams get closer, Zach may find he does not have enough resources (eg time and energy) to study and do everything he needs to do. **Propose** and **evaluate** strategies Zach and his family could adopt to effectively manage his resources. (10 Marks)

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Outline:** Sketch in general terms; indicate the main features of

- **Describe:** Provide characteristics and features

- **Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how

- **Analyse:** Identify components and the relationship between them; draw out and relate implications

Check the NESA Glossary of Key Words for further guidance https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords

Details of Submission

- Hand in class. Please staple the document to the front of your typed assessment task that clearly labels each case study and question number. (No plastic sleeve)

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.

- At this time feedback including information on how to improve will be provided through the marking criteria.

- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.

Upon return of the task, students will also be expected to complete a self-reflection.

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

How does this link to my learning?

- Demonstrate knowledge and understanding about resource management and impact on individuals, family and community wellbeing.

- Demonstrates knowledge and understanding about the influence of societal factors on individuals.

- Demonstrates understanding and skills in research methods and communication.
- Demonstrates skills in critical thinking and management process to promote wellbeing.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group. All students should be fully aware of the school assessment procedures. Students who are absent when submitting the task, or have a legitimate reason for missing the task, must notify the school. To avoid a zero mark being awarded, any absence must be supported by valid misadventure/illness documentation as outlined in the Year 11 Assessment Guide. Students should access this guide for more information.

Marking Criteria

Part A: Outcome P6.1

Level	Criteria	Mark
Sound	▪ Outlines three or more factors that affect Zach's wellbeing.	**3**
Basic	▪ Outlines two factors that affect Zach's wellbeing.	**2**
Elementary	▪ Lists factors that affect Zach's wellbeing OR outlines a factor that may affect Zach's wellbeing.	**1**

Part B: Outcome P1.1

Level	Criteria	Mark
Extensive	▪ Demonstrates an exemplar level of understanding of one specific need through providing features and characteristics that Zach needs to develop further. ▪ Provides a comprehensive explanation (through the use of cause and effect language) of how goal setting can contribute to the satisfaction of the need indicated.	**5**
Thorough	▪ Demonstrates an understanding of one specific need through providing features and characteristics that Zach needs to develop further. ▪ Provides an explanation (through the use of cause and effect language) of how goal setting can contribute to the satisfaction of the need indicated.	**4**
Sound	▪ Demonstrates an adequate understanding level of one specific need through providing some features and / or characteristics. ▪ Provides a description about goal setting and link it to contributing to the specific need indicated.	**3**
Basic	▪ Identifies a specific need and mentions a brief point about goals and / or satisfying the need.	**2**
Elementary	▪ Identifies a specific need.	**1**

Part C: Outcome P3.2

Level	Criteria	Mark
Extensive	▪ Provides and exemplary analysis as to how factors affect the accessibility and availability of resources for Zach and how these factors affect his wellbeing. ▪ Provides a range of relevant examples from Zach's story to demonstrate a clear relationship between the factor and Zach's wellbeing.	**7**
Thorough	▪ Provides an analysis as to how factors affect the accessibility and availability of resources for Zach and how these factors affect his wellbeing either negatively or positively. ▪ Provides relevant examples from Zach's story to demonstrate a clear relationship between the factor and Zach's wellbeing.	**6**
Sound	▪ Provides an explanation as to how factors affect the accessibility and availability of resources for Zach and infers how these factors affect his wellbeing. ▪ Provides examples from Zach's story to demonstrate a relationship between the factor and Zach's wellbeing.	**4-5**
Basic	▪ Provides a brief description as to the factors affect the accessibility and availability of resources for Zach and infers how these factors affect his wellbeing. ▪ Provides example/s from Zach's story.	**2-3**
Elementary	▪ Outlines a factor that may impact Zach.	**1**

Part D: Outcome P4.2, P5.1

Level	Criteria	Mark
Extensive	▪ Proposes an exemplary range of strategies that Zach and his family could adopt to effectively manage his resources. ▪ Provides an outstanding judgement about each strategy to manage Zach's resources. ▪ Communicates ideas clearly in an organised manner using appropriate terminology. ▪ Bibliography – No errors, correctly set out in the Harvard version.	**7**
Thorough	▪ Proposes a range of strategies that Zach and his family could adopt to effectively manage his resources. ▪ Provides a judgement about each strategy to manage Zach's resources. ▪ Communicates most ideas clearly in an organised manner using appropriate terminology. ▪ Bibliography – Some errors, correctly set out in the Harvard version.	**6**
Sound	▪ Proposes some strategies that Zach and his family could adopt to effectively manage his resources. ▪ Provides a summation about each strategy to manage Zach's resources. ▪ Communicates most ideas clearly in an organised manner using appropriate terminology. ▪ Bibliography – Resources listed.	**4-5**
Basic	▪ Proposes brief strategies that Zach and his family could adopt to effectively manage his resources. ▪ Outlines each strategy to manage Zach's resources with limited evaluation. ▪ Communicates most ideas in a simple manner with some relevant terminology. ▪ Bibliography – Limited resources listed.	**2-3**

Elementary	▪ Proposes very limited or no strategies that Zach and his family could adopt to effectively manage his resources. ▪ Provides a statement about a strategy to manage Zach's resources. ▪ Communicates most ideas in a simple manner with limited terminology. ▪ Bibliography not provided.	1

Overall

Mark Feedback								
Level	(RO1)	(RO3)	(RO4)	(RO5)	Total Mark	Weighted Mark	%	Position for Task
Extensive	5	7	9 – 10		22 – 25			
Thorough	4	6	7 – 8		18 – 21			
Sound	3	4 – 5	5 – 6	3	12 – 17			
Basic	2	2 – 3	3 – 4	2	6 – 11			
Elementary	1	1	1 – 2	1	1 – 5			
Mark Achieved								
Level Achieved								

Feedback

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