



PDHPE ASSESSMENT TASK NOTIFICATION YEAR 11 CAFS 2020

Task Number:	1
Topic/s:	Core 1: Resource Management
Weighting:	35%
Due Date:	Tuesday March 17, 2020 - Term 1, Week 8 (HI)
Time:	8.45 am
Venue:	Outside Mrs Huxley's Office (Senior Campus)

Outcomes to be Assessed:

P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals

P1.2 proposes effective solutions to resource problems

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form

P5.1 applies management processes to maximise the efficient use of resources

P6.1 distinguishes those actions that enhance wellbeing

Task: Written response to a Case Study - Hand In (HI)

Electronic Submission of Task:

No

Please Note:

1. The College policy regarding malpractice, including cheating and plagiarism, late submission and absenteeism will apply. Please refer to moodle.pmaclism.catholic.edu.au (Assessment Tasks – Rules and Procedures). Stage 6 students should also refer to their *2020 Assessment Handbooks*.
2. Email is NOT an accepted form of assessment task submission.
3. If you are going to be away for any reason, including school based activities, you must fill in a "Planned Absence Notification" form and submit to the Assistant Principal Curriculum or the Leader of Curriculum. This form can be found at <http://moodle.pmaclism.catholic.edu.au/mod/page/view.php?id=17637>.

TASK DETAILS

Task Description

You will be required to answer **5** questions related to a piece of text called “Zach’s Story”(see *attached*).

This story relates to **wellbeing** and **resource management**.

Context for the Task

This module emphasises the fundamental importance of the skill of resource management, which is the use of resources to satisfy needs in order to achieve wellbeing. The concepts of wellbeing, needs and wants, resources, values, goal setting, communication, decision making and personal management explored in this module form the basis of study throughout the course.

This task asks you to explore the interrelationship between wellbeing and resource management.

Cross-Curriculum Links

ICT

Task Rubric

In your answer you will be assessed on how well you:

- demonstrate knowledge and understanding of societal influences on wellbeing relevant to the question
- apply the skills of critical thinking and analysis
- communicate ideas and information using relevant examples
- present a logical and cohesive response

Preparation

You are to study the following areas of the syllabus:

- Wellbeing
- Needs and wants
- Resources
- Values and standards
- Goals

NB: These are all in *italics* in your syllabus - [Community and Family Studies Stage 6 Syllabus](#)

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 nearby in Dubbo.

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 they return home 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 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 person.

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.

Zach wishes to go to university and become a doctor specialising in cardiology (the heart) but would also like to work overseas in less developed countries.

Task Questions

Length Guide: 3 - 4 lines per mark

1. **Define** the term wellbeing? **(1 mark)**
2. **Examine** the relationship between the factors that affect wellbeing with specific reference to the impact on Zach's wellbeing. (include at least three factors). **(5 marks)**
3. **Describe** one specific need for Zach and explain how goal setting can contribute to the satisfaction of that need. **(5 marks)**
4. **Explain** how the following factors may influence the availability of and access to resources for Zach.
 - i) age
 - ii) gender
 - iii) socioeconomic status**(5 marks)**
5. As his exams get closer, Zach may find he does not have enough resources (eg time and energy) to study and do everything else he has to do. **Outline** strategies Zach and his family could adopt to effectively manage his resources. **(4 marks)**

Task Questions

Define: State the meaning of and identify essential qualities

Examine: Inquire into

Describe: Provide characteristics and features

Explain: relate cause and effect; make the relationship between things evident; provide why and/or how

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

Some hints that may help you

Set out your response under a heading for each question (i.e. Question 1)

Question 1

Clearly define (*state meaning and identify essential qualities*) wellbeing.

Question 2

Examine (*inquire into*) how at least 3 of the SPEECS factors could impact on Zach – choose three that you can identify from the story and don't forget to show how they relate to each other.

Question 3

Describe (*provide characteristics and features*) one specific need that you can clearly identify in the story (adequate standard of living, health, education, employment, safety and security, sense of identity) and clearly explain (*relate cause and effect*; make the relationship between things evident; *provide why and/or how*) how goal setting contributes to the satisfaction of that need.

Question 4

Explain (*relate cause and effect*; make the relationship between things evident; *provide why and/or how*) how each of the factors influences availability of and access to resources for Zach. Use specific examples from the story. Write as a mini-essay with a PEEL (point, explain, evaluate, link) paragraph addressing each factor. Better responses will also consider how the combination of these factors can influence Zach.

Question 5

This question is drawing from the section of the syllabus called *strategies for effective resource management* and includes the following dot points: using interchangeable resources; adopting sustainable behaviours, accessing support; developing personal management skills and engaging in education or training. You do not need to address all of these dot points – just the ones you think most relevant for Zach. You need to outline (*sketch in general terms, indicate the main features of*) a number of strategies addressing the dot points that Zach and his family could adopt to help Zach manage his resources during the HSC. Draw on clues given in the story. Stronger answers will also state how valuable these strategies will be in assisting Zach.

Marking Guidelines

Question 1 - Define the term wellbeing.

Marking Guidelines	Mark
Clear definition of wellbeing	1
No relevant information	0

FEEDBACK:

Question 2 - Examine the relationship between the factors that affect wellbeing with specific reference to the impact on Zach's wellbeing. (Include at least three factors).

Marking Guidelines	Mark
<ul style="list-style-type: none">• Inquires into 3 or more areas of SPEECS• Gives detail on each factor AND relates it to the impact it has on Zach's wellbeing• Provides several relevant examples	5
<ul style="list-style-type: none">• Inquires into 3 or more areas of SPEECS• Gives detail on each factor and attempts to relate it to the impact it has on Zach's wellbeing• Provides relevant examples	4
<ul style="list-style-type: none">• Inquires into 2 or more areas of SPEECS• Attempts to give detail on each factor OR relates it to Zach's wellbeing• Provides examples	3
<ul style="list-style-type: none">• Inquires into 1 or more areas of SPEECS• Attempts to give detail on each factor OR <ul style="list-style-type: none">• Attempts to link the factor to Zach's wellbeing• Weak examples given	2
<ul style="list-style-type: none">• Gives some relevant information about factors affecting wellbeing	1
<ul style="list-style-type: none">• No relevant information	0

FEEDBACK:

Question 3 - Describe one specific need for Zach and explain how goal setting can contribute to the satisfaction of that need.

Marking Guidelines	Mark
<ul style="list-style-type: none"> Provides characteristics and features of ONE specific need relevant to Zach Provides details on how all five areas of goal setting (SMART) AND /OR short, medium and long term goal setting can contribute to Zach satisfying this need Provides several relevant examples 	5
<ul style="list-style-type: none"> Provides information on ONE specific need Provides details on how most of the areas of SMART goal setting AND /OR short, medium and long term goal setting can contribute to Zach satisfying this need Provides relevant examples 	4
<ul style="list-style-type: none"> Provides basic information about a need relevant to Zach Gives some information about goal setting and links it to Zach Provides examples 	3
<ul style="list-style-type: none"> Names a need AND/OR Gives information about goal setting Examples and links may be weak 	2
<ul style="list-style-type: none"> Provides some relevant information about needs OR goal setting 	1
<ul style="list-style-type: none"> NO relevant information 	0

FEEDBACK:

Question 4 - Explain how the following factors may influence the availability of and access to resources for Zach.

- i) age
- ii) gender
- iii) socioeconomic status

Marking Guidelines	Mark
<ul style="list-style-type: none"> Provides details on how age, gender AND socioeconomic status influence the availability of and access to resources Provides several relevant examples 	5
<ul style="list-style-type: none"> Provides details on how age, gender AND/OR Socioeconomic status influence the availability of and access to resources Provides some relevant examples 	4
<ul style="list-style-type: none"> Provides basic information on age, gender AND/OR socioeconomic status and how they may relate to availability of AND/OR access to resources. 	3

Marking Guidelines	Mark
<ul style="list-style-type: none"> Provides some relevant information about age, gender OR socioeconomic status OR Provides some relevant information about availability of AND/OR access to resources 	2
<ul style="list-style-type: none"> Provides one relevant piece of information 	1
<ul style="list-style-type: none"> No relevant information 	0

FEEDBACK:

Question 5 - As his exams get closer, Zach may find he does not have enough resources (eg time and energy) to study and do everything else he has to do. Outline strategies Zach and his family could adopt to effectively manage his resources.

Marking Guidelines	Mark
<ul style="list-style-type: none"> Sketches in general terms how Zach and his family could effectively manage his resources throughout the year. Provides relevant examples 	4
<ul style="list-style-type: none"> Provides some information about how Zach and his family could manage his resources throughout the year. Provides some examples 	3
<ul style="list-style-type: none"> Provides some information about resources AND/OR resource management Provides an example 	2
<ul style="list-style-type: none"> Provides some relevant information about resources, resource management or Zach and his family 	1
<ul style="list-style-type: none"> No relevant information 	0

FEEDBACK: