



Notice of Assessment Task

Year 11 Community and Family Studies

Resource Management

Date of initial notification: Term 1 Week 8 Wednesday 19th March 2025 (Petre), Thursday 20th March 2025 (Smith)	Date of submission of task: Term 1 Week 10 Wednesday 2nd April 2025 (Petre), Thursday 3rd April 2025 (Smith)
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Teacher: Smith / Petre	Task Number: 1
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Time Allowed: 2 weeks	Weighting of task: 35%
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Course Component/Focus area/topic/module: Resource Management
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Task Description: Interview (Part A) and In Class Written Responses (Part B)

Part A – Interview (10 marks)

- Plan and conduct an interview with a person over 18 who has lived an interesting life and can provide detailed responses.
- The interview should aim to investigate the following sections of the syllabus, and responses will be used for Part B of the assessment task.

Students learn about:	Students learn to:	Students learn about:	Students learn to:
fundamental concepts of resource management wellbeing <ul style="list-style-type: none"> ▪ defining wellbeing ▪ factors affecting wellbeing <ul style="list-style-type: none"> – emotional – economic – cultural – physical – spiritual – social ▪ individual and group wellbeing 	<ul style="list-style-type: none"> ▪ analyse the relationship between the factors and explain how they can impact on wellbeing 	<i>needs and wants</i> <ul style="list-style-type: none"> ▪ specific needs <ul style="list-style-type: none"> – adequate standard of living (food, clothing, shelter) – health – education – employment – safety and security – sense of identity 	<ul style="list-style-type: none"> ▪ describe each of the specific needs and compare the significance of each to different individuals

Students learn about:	Students learn to:	Students learn about:	Students learn to:
personal management skills <ul style="list-style-type: none"> ▪ planning and organisation 	<ul style="list-style-type: none"> ▪ assess the extent to which personal management skills can influence resource management 	satisfaction of needs and wants <ul style="list-style-type: none"> – goal setting – enhancing wellbeing 	<ul style="list-style-type: none"> ▪ outline a specific need that is significant to them and explain how goal setting can contribute to the satisfaction of that need

Students learn about:	Students learn to:
influences on resource management <i>factors affecting resource management</i> <ul style="list-style-type: none"> ▪ factors influencing availability of and access to resources, eg age, gender, disability, culture, socioeconomic status 	<ul style="list-style-type: none"> ▪ explain how a combination of factors can influence resource management for a range of individuals, including:

Additional information:

- Include **ten** clear questions that allow the subjects to detail their life experiences, and its impact on their wellbeing and specific needs.
- Reflect your understanding of the above syllabus areas.
- Your questions must be original and focus on making links to syllabus content.
- You must submit a transcript of your interviews on the date of the assessment, using the provided scaffold.
- Ensure you collect enough information from your interviewee, as you are required to use their responses to guide your in class examination.

Part B – In class written responses (25 marks)

Analyse the data from the interview and answer (5) short answer responses in class. On the day of the assessment task you will be provided with 5 minutes reading time and 55 minutes working time.

Additional Information:

- You are permitted to bring your interview responses/summary analysis into the examination to inform your written responses. However, this sheet must be on the provided scaffold and only contain interview questions and responses and no other information or notes. This must be submitted at the end of the assessment period.

Important Information:

- *If you are absent on the day that the task is due, you MUST see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).*
- *Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.*
- *All appeals must be lodged within 48hrs of receipt of the task. Students who may consider an appeal are not permitted to take their task home. The original task cannot be altered in any way prior to the appeal process. See Assessment booklet for details.*

Outcomes/Competencies to be assessed in this task:

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

P6.1 – distinguish those actions that enhance wellbeing

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

Feedback: How will I receive feedback on this task?

- Written
- Whole class
- Individual

Marking Criteria

Part A – Interview (10 marks)

Outcomes:

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

P6.1 – distinguish those actions that enhance wellbeing

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

Criteria

A (9-10)	<ul style="list-style-type: none">• Demonstrates extensive knowledge, understanding and application of structured interviews as a research tool.- Prepares 10 highly sophisticated, valid and relevant questions that examine the given syllabus content.- Effectively structures and prepares appropriate types of questions to allow the student to gain as much relevant information as possible.- Syllabus concepts and terminology are deeply imbedded throughout the interview questions.
B (7-8)	<ul style="list-style-type: none">• Demonstrates a high level of knowledge, understanding and application of structured interviews as a research tool.- Prepares 10 valid and relevant questions that examine the given syllabus content.- Effectively structures and prepares appropriate types of questions to allow the student to gain relevant information.- Syllabus concepts and terminology can be seen throughout the interview questions.
C (5-6)	<ul style="list-style-type: none">• Demonstrates sound knowledge, understanding and application of structured interviews as a research tool.- Prepares 8 - 10 questions that examine the given syllabus content, but may not show links between concepts.- Interview may lack structure and/or depth/variety in question types impacting the students ability to gain as much relevant information as possible.- Syllabus concepts and terminology can be seen throughout some interview questions.
D (3-4)	<ul style="list-style-type: none">• Demonstrates basic knowledge, understanding and application of interviews as a research tool.- Some or all interview questions may not be relevant for examining the given syllabus content.- Interview lacks structure and cohesiveness, may show only vague links to syllabus concepts and terminology.
E (1-2)	<ul style="list-style-type: none">• Provides some relevant information about interviews.

Feedback/comments:

What did you do well?

What could you have done better?

Part B - Written responses (25 Marks)

Outcomes:

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

P6.1 – distinguish those actions that enhance wellbeing

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

Criteria

A (21-25)	<ul style="list-style-type: none">● Demonstrates an extensive understanding of the syllabus content that helps to solve the problem posed.● Shows the relationship between syllabus concepts and draws out a range of implications on the wellbeing and satisfaction of needs of the individual interviewed.● Makes clear judgements through the application of knowledge.● Includes relevant examples that help to substantiate ideas.● Presents ideas in a clear and logical way.
B (16-20)	<ul style="list-style-type: none">● Demonstrates thorough knowledge of the syllabus content that helps to solve the problem posed.● Shows the relationship between syllabus concepts and draws out implications on wellbeing and satisfaction of needs of the individual interviewed.● Makes judgements.● Includes example(s) that align with the information included.● Presents ideas in a clear and logical way.
C (11-15)	<ul style="list-style-type: none">● Demonstrates sound relevant knowledge of the syllabus.● Attempts to demonstrate implications on wellbeing and satisfaction of needs of the individual interviewed.● Makes judgments.● Includes example(s) that align with the information included.● Presents ideas in a clear and logical way.
D (6-10)	<ul style="list-style-type: none">● Demonstrates basic knowledge of the syllabus.● May or may not show implications on wellbeing and satisfaction of needs of the individual interviewed.● Includes limited or no examples.
E (1-5)	<ul style="list-style-type: none">● Elementary information.● Non-relevant information.● Non-submission of task

Feedback/comments:

What did you do well?

What could you have done better?

