

## HSC CAFS- ASSESSMENT TASK NOTIFICATION

<b>Assessment Task No: 2</b>	<b>FACULTY:</b> PDHPE	<b>Weighting: 25%</b>
<b>STUDENT NO:-</b>	<b>DATE DUE:</b> Week 5 Monday 27/2/2017	<b>MAX LENGTH:</b> 1500 words
<b>HSC CORE 3 :</b> Parenting and Caring	<b>TYPE OF TASK:-</b> Research task and essay	<b>TEACHER:</b> Mrs Sleeman

### SUBMISSION INSTRUCTIONS

All assessment tasks are to be submitted on time at the commencement of the lesson. If a student is absent on the due date then it is the student's responsibility to get the assessment task to the teacher ON THE DUE DATE.

### OUTCOMES BEING ASSESSED

H1.1	analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.1	analyses different approaches to parenting and caring relationships
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H2.3	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H5.1	proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H5.2	develops strategies for managing multiple roles and demands of family, work and other environments
H6.1	Analyses how the empowerment of women and men. Influences the way they function within society.

### CONTEXT

- Students are required to analyse factors that affect caring roles in relation to the characteristics of the dependent, personal and social influences and available support networks. They are to apply these factors to a realistic case study.

In order to do this task you need to:

- Identify reasons for taking on caring roles
- Examine current research on primary carers
- Assess the impact accessing formal support services on the wellbeing of young carers

### STUDENT CONFIRMATION

I certify that...

- The following assignment is all of my own work.
  - I have not copied any material from other sources
  - No one else (including tutors, parents or other family or friends) have completed the work for me.
  - I have provided a list of sources (bibliography) that I have used to help me to complete my assessment.
  - I have provided referencing throughout the assessment to indicate where I have quoted someone else's work.
- I have kept a copy of my work

Student to sign the class roll to confirm work is their own

# ASSESSMENT TASK SHEET

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## TASK RUBIC / ASSESSMENT CRITERIA

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

## TASK OUTLINE

Read the case study “Michael’s story – Young Carer”. In relation to the case study, complete the following:

1. Identify the reasons for Michael taking on his caring role. **(2 marks)**
2. Examine the current research on primary carers to determine significance of age and gender. **(6 marks)**
3. Assess the impact accessing formal support services on the wellbeing of young carers. **(12 marks)**

### Key Verbs:

**Identify** - Recognise and name

**Examine** – Inquire into

**Assess** - Make a judgement of value, quality, outcomes, results or size

**Note: Only 1 draft can be submitted to the teacher for marking prior to submission**

## MARKING

Marker: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TOTAL:</b>	Question 1:	_____ / 2		
	Question 2:	_____ / 6		
	Question 3:	_____ / 12	TOTAL:	_____ / 20

Feedback:

## Marking Guidelines – HCS CAFS

HSC CORE 3: Parenting and Caring

Task Number: 2

Student Number: .....

Marking Criteria	Marks
<b>Question 1 : Identify the reasons for Michael taking on his caring role</b>	
<ul style="list-style-type: none"> <li>Defines a carer and identifies what type of carer Michael is</li> <li>Identifies the reasons why Michael would become a carer</li> <li>Response is logical and cohesive</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies some reasons why Michael would become a carer</li> </ul>	1
<b>Question 2: Examine the current research on primary carers to determine significance of age and gender</b>	
<ul style="list-style-type: none"> <li>Extensive current research into primary carers looking particular at young carers</li> <li>Extensive research looking at the comparison of male and female carers</li> <li>Extensive research to determine the significance of the age of carers</li> <li>Extensively applies the skills of critical thinking and analysis</li> <li>Communicates ideas using relevant examples</li> </ul>	5-6
<ul style="list-style-type: none"> <li>Through current research into primary carers looking particular at young carers</li> <li>Through research looking at the comparison of male and female carers</li> <li>Through research to determine the significance of the age of carers</li> <li>Applies the skills of critical thinking and analysis</li> <li>Communicates ideas using relevant examples</li> </ul>	4-5
<ul style="list-style-type: none"> <li>Provides evidence of current research into young carers</li> <li>Outline the significance of age and gender as primary carers</li> <li>Communicates ideas using some examples</li> </ul>	2-3
<ul style="list-style-type: none"> <li>Provides research of primary carers with examples</li> </ul>	1
<b>Question 3: Assess the impact accessing formal support services on the wellbeing of young carers</b>	
<ul style="list-style-type: none"> <li>Extensive detailed into the types of services provided through formal support for young carers.</li> <li>Extensive judgement into the impact accessing formal support on the wellbeing of young carers.</li> <li>Extensive response directly to case study with examples</li> <li>Communicates ideas that are extensive using current, relevant examples</li> </ul>	11-12
<ul style="list-style-type: none"> <li>Through detailed into the types of services provided through formal support for young carers.</li> <li>Through judgement into the impact accessing formal support on the wellbeing of young carers.</li> <li>Through response directly to case study with examples</li> <li>Communicates ideas that are thorough using current relevant examples</li> </ul>	9-10
<ul style="list-style-type: none"> <li>Identifies the types of services provided through formal support for young carers.</li> <li>Sound judgement into the impact accessing formal support on the wellbeing of young carers.</li> <li>Communicates ideas using examples</li> </ul>	7-8
<ul style="list-style-type: none"> <li>Makes a basic reference to the types of services provided through formal support for young carers.</li> <li>Explains the basic impact accessing formal support on the wellbeing of young carers.</li> <li>Uses an example to support their response</li> </ul>	5-6
<ul style="list-style-type: none"> <li>Outlines limited types of services provided through formal support for young carers.</li> <li>Makes a limited reference to impact accessing formal support on the wellbeing of young carers.</li> </ul>	2-4
<ul style="list-style-type: none"> <li>Makes one point in relation to accessing formal support in the relation to the wellbeing of young carers.</li> </ul>	1

## MICHAEL'S STORY

Michael is 16 years old. When Michael was 13, he was in a car accident with his mother, Jane. Both Michael and Jane were rushed to intensive care, where they stayed for some months, during which time Michael's father moved to another city to start 'a new life'.

Michael sustained some internal injuries but recovered over time. Jane, however, had considerable damage to her brain, leaving her partially blind and unable to walk. After leaving hospital, Michael became her primary carer and helped her around the home – as Michael puts it, he 'became her legs and her eyes'. Though his mother is challenged physically, Michael still sees her as providing for him 'like all Mums do – she still makes sure I'm OK, tells me to do my homework and clean my pigsty room'.

Michael finds it difficult at school sometimes. Getting up early and going to bed late has taken its toll on Michael physically and psychologically. Although he knows that his mum is alright at home by herself, Michael can't help but worry about what's going on, 'can't stop thinking about whether I did everything she needs'.

Michael is a self-proclaimed 'loner'. He says that many of his friends don't understand what's going on at home, and he shares stories of others who 'turned their backs' on him when his mother was unwell: 'they called her "retarded" and just stopped talking to me'. Though he thinks he's good at hiding his feelings from people at school, he does sometimes feel upset and alone. He gets particularly angry when people talk disrespectfully about others with disabilities or illnesses, because 'it's like they're talking about my Mum'.

Michael has had some great teachers who have supported him throughout the years. One particular teacher, Mrs O'Dwyer, has helped explain his situation to other teachers and has supported him when he hasn't submitted his assignments on time. However, some of Michael's other teachers have just seen his caring role as an excuse, believing that he's 'just lazy'. This upsets Michael and has kept him from seeking help when he needs it most.

Michael would love to go to a school where people were taught about illnesses and disabilities, and where they were challenged about the way they treated others. He would like teachers to understand his situation so he has someone who will listen when he needs to talk, or have some flexibility when times are particularly tough. Michael doesn't want any special treatment, but some help at home would also take the pressure off, and tutoring might help him catch up when he is behind.

*This story is an amalgamation of stories from young carers who participated in the 'Reading, Writing and Responsibility: Young Carers and Education' research, and was developed to illustrate the main issues that young carers face in their education. Though Michael does not exist as a single entity, each of his experiences is based on a real-life situation.*

SOURCE: <http://www.youngcarers.net.au/parents-and-professionals/teachers-and-education-providers/michaels-story/>